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ABSTRACT

Presented is volume 54 of the official magazine of the Michigan Business Education Association (MBEA), consisting of 5 issues. Among the contents of issue number 1 is a message from the association president; articles on placing business education in the mainstream of Michigan education, the changing roles and responsibilities of secretaries, and desktop publishing; and an announcement of a kit to be used in marketing business education. Number 2 includes articles on bringing business and economics back to business education, entrepreneurship education, Michigan's "Opportunity Card" concept, and Business Professionals of America, a vocational organization for students. Number 3 includes articles on keyboarding in middle schools and keyboarding by gifted and talented students, on communicating to improve international business, and on highlights of the upcoming state convention program. Included in number 4 are an article on a Michigan Organization of Private Schools legislative luncheon, an editorial supporting affiliation with the Michigan Occupational Education Association, and descriptions of upcoming annual convention sessions. Number 5 includes articles on male secretaries and a report on business education minors who teach business subjects in secondary schools; the names of merit scholars and first place winners in the Business Professionals of America competition; and the names of association recognition award winners. These issues typically include reminders of upcoming affairs, profiles and current MBEA board members, and reports from regional affiliates. (CML)

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MBEA Today.

The Official Magazine of the

Michigan Business Education Association

Volume LIV

Numbers 1-5

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Volume LIV Number 1
September 1988 Newsletter

mbea today

The Official Magazine of the
Michigan Business Education Association

What's Inside

Certification Update

Fall MBEA Regional Conference Information

MBEA Board Nomination Information

"Portrait of the Secretary"

Teaching Tips

MBEA Award Criteria and Nomination Procedures

"Business Education Attention Kit"

1988-89 Executive Board Profiles — and more!

Fall Dates To Remember

September 17, 1988...MBEA Executive Board Meeting

September 17, 1988...DPE Interchapter Picnic. Contact Tom or Marie Pleuss (313) 437-1954

MBEA REGIONAL CONFERENCES (see inside for details):
- Region I Upper Peninsula... **October 7, 1988**
- Region II Northern Lower Michigan **October 14, 1988**
- Region III Southwest Michigan... **October 28, 1988**
- Region IV Southeast Michigan... **October 21, 1988**
- Region V Wayne County... **November 12, 1988**

October 20-21, 1988...Michigan Marketing Education Fall Conference Contact: Brenda Clark, MME President, Jenison High School, (616) 457-3400

November 10-12, 1988...Delta Pi Epsilon National Research Conference

November 16-18, 1988...Michigan Occupational Education Association

December 2-6, 1988...American Vocational Association

President's Message

Helene Zimmerman, MBEA President

As we begin a new school year, MBEA is offering you several ways to be professional. If you have not yet renewed your membership in MBEA for 1988-1989, now is the time to do so. You will be helping yourself, your students, your school district and community by your professionalism. MBEA needs your membership and your support in order to have an influence on what is happening in the state and in the nation.

This fall MBEA will again offer you five regional conferences in the various geographic areas of Michigan. Four of the conferences are in October while the fifth is in November. Please take advantage of these conferences—new ideas from the speakers, new materials from the exhibitors.

The MBEA state convention will be held on April 6-8, 1989, at the Amway Grand Plaza in Grand Rapids. The theme of the convention will be "Education for Business—Basics and Emerging Technology." Dr. Mary Robek, President-elect, is the program chairman. Show your professionalism by volunteering to be a speaker, or session chairperson, and/or a committee member. Please let Mary know what topics you would like on the program. Your suggestions for workshops or sessions are most welcome.

There are many issues that MBEA and you should be concerned about for the future of business education. How is your school handling "The Back to Basics"? How is this movement affecting your business curriculum? Have you been able to persuade your school district to grant graduation credits for business courses which fulfill basic requirements such as business English for English credit or business math for math credit? Will you be teaching keyboarding? At what level will keyboarding be taught? MBEA is looking for volunteers on these crucial issues and legislative committees. Will you help us on one of these committees?

MBEA can only provide the opportunities for professional participation. The if and how of professionalism depend on YOU!

Placing Business Education In The Mainstream Of Michigan Education

By Ann M. Remp

"If it were not for the English credit granted for our Model Office Procedures and Model Office Projects sequence (MOP), enrollments would be very low. It's often the deciding factor in whether students take the class, and we use the English credit to promote the course." Ella Modell, office and accounting coordinator for Lake Orion High School, described a 15-year history of granting one English credit and one business credit for each of the MOP blocks.

Continued on page 9

Michigan Business Education Association Board Members 1988-1989

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ISSN 0892-9831

CHANGE OF ADDRESS: To ensure receiving all MBEA mailings, please notify Mary H. Pettaway, Golightly Vocational/Technical Center, c/o 19767 Cranbrook #211, Detroit, MI 48221

REMOVAL OF NAME FROM MAILING LIST: From time to time, MBEA sells its mailing list to certain carefully screened organizations. If you prefer that your name be removed from the mailing list when it is sold, please notify Mary H. Pettaway at the above address.

EDITORIAL

By Ann M. Remp

Letters to the Editor and Articles Welcome!

What you read here in the next issue will be your "Letters to the Editor." Please use this opportunity to express your views and make *MBEA Today* truly your publication.

One of my concerns in assuming this position was how to recruit reporters. I knew the fine people on your Executive Board would help me, but I did not regard them as reporters. And I thought of you as the group this publication was to serve; I did not yet regard you as reporters, either.

Now I DO! *MBEA Today* is your voice if you use it! You have information that is needed by your business education colleagues throughout the state. As we deal with the critical issues facing us, we need to share information on objectives and strategies. Plan to inform all of us by submitting articles, people and event news, position papers, or other items to us.

I will serve as an editor on length, placement, and style. But "the views expressed here represent those of the authors, not those of the Executive Board or Editor" is what makes this your publication.

1988-89 Theme for *MBEA Today*

My first assignment as your new editor was to select a theme for this year's issues. As reports of shrinking enrollments and teacher re-assignments to non-business courses occurred alongside proposals to reshape the business curriculum and its delivery system, my concern was how we together as a profession could secure and strengthen the recognition of the vital role business education must play in the education of every individual in Michigan. Thus, the theme for this year is "Placing Business Education in the Mainstream of Michigan Education."

This editorial direction was really begun under the editorship of Renee Weaver-Wright in the May, 1988, issue. As you review the fall conference and state convention themes, you should find that this theme is carried throughout many MBEA activities this year.

Personal Note

My interests and experiences in journalism and communication have, time and again, confirmed the importance of the written word! Throughout my college and teaching career, I co-edited or edited and contributed to a number of newsletters and newsmagazines. However, none was as important as *MBEA Today*. Thank you for allowing me to serve in this position.

1988 MBEA Regional Fall Conference Schedule

Region:	I — Upper Peninsula	II — Northern Lower Michigan	III — Southwest Lower Michigan	IV — Southeast Lower Michigan	V — Wayne County
Date:	Friday, Oct. 7, 1988	Friday, Oct. 14, 1988	Friday, Oct. 28, 1988	Friday, Oct. 21, 1988	Saturday, Nov. 12, 1988
Location:	Holiday Inn Marquette, MI	Doherty Hotel Clare, MI	Kalamazoo Valley Community College Kalamazoo, MI	Oakland Community College/Orchard Ridge Farmington Hills, MI	Wayne County Community College, NW Campus 8551 Greenfield Detroit, MI
Chairperson(s):	Ann Cleary Business Instructor Lake Superior State University	Dr. Larry Thomas Assistant Professor Central Michigan University	Faye Koestner	Barbara Harper Business Teacher St. Florian; and Sharon Scully Teacher Detroit Business Institute	Arlene Greene Teacher Randolph Voc./Tech. Center; and Ernestine Coleman Teacher Mumford High School
Phone:	906-632-3789 (Home) 906-632-6841 (Work)	517-773-7585 (Home) 517-774-3510 (Work)	616-629-9068 (Home)	313-939-8394 (Home)	313-355-5173 (Home) 313-863-6300 (Work) 313-557-0496 (Home)
Conference Theme:	**PEP (People, Equipment, and Procedures)**	**More For Keeping Up To Date**	**Communication Tools for the '90s.**	**Getting Back to the Basics**	**Making Business Educators Aware of: Resources, New Developments, Successful Techniques, and New Ideas.**
Sessions:	PEOPLE — Career Advancement for Business Entry-Level Positions. EQUIPMENT — The New Generation of Computers: A Discussion for Business Teachers on PS/2 and OS/2 Environments. PROCEDURES — Office Procedures: New/Future Trends. Open Discussion Groups (Topics include: Shorthand Curriculum, etc.)	Word Processing (Problems with Keyboarding). The Trek from Typewriters to Desktop Publishing. The New Economic Activity of Mainland China. A Panel Discussion (Working with the Business/Office Block). A Panel Discussion (Computerized Accounting). Visit to Clare High School.	Teaching Communication Techniques. Interfacing Word Processing with Desktop Publishing. Ethics in the Workplace. Trends in Telecommunication.	Note Taking Skills. Applied Learning Theory to the Teaching of Typing. Basic Skills Needed for Work. Computerized Accounting. Professional Development. Technical Planning. The Bus./Ed. Partnership. Training for the Needs of Employees. State Department Update. Fashion Show & Drawing for Prizes.	Ethics in Business Education. Motivating Yourself to Motivate Business/Marketing Students. Identifying Resources Based on Educational and Personal Needs. Modernizing Education Through Clustering. Electronic Keyboarding. Integrated Software Activities: Word Processing, Spreadsheet, Database, Graphics, Test Generator. Future Trends in Business Education.
MBEA Rep.:	Arlene Vlahos Ewen-Trout Creek High School	Gail Prause Grayling High School	Charlotte Wasnich Union City High School	JoAnne Torp Harper Woods Sec. School	Lilly Kelly Hall Randolph Voc./Tech. Center
Luncheon Provided:	YES (Cost: $9)	YES (Cost: $9) (Speaker provided.)	YES (Cost: $6)	YES (Cost: $10) (Speaker provided.)	YES (Cost: Complimentary upon registration)
Preregistration Materials-Send To:	Ann Cleary 704 Sheridan Drive Sault Ste. Marie, MI 49783	Dr. Larry Thomas Administrative Services Grawn Hall, CMU Mt. Pleasant, MI 48859	Barbara Egeler 2745 Brooklyn, S.E. Grand Rapids, MI 49507	Judy Little 1600 Milliar Rd. Fraser, MI 48026	JoAnn Johnson 3011 Northwestern Detroit, MI 48206

Portrait Of The Secretary: Changing Roles And Responsibilities

By Pamela R. Phillips, Teacher
Dearborn Public Schools

Companies are complaining about the poor quality of secretaries being produced (Moon, 1983), yet secretarial classes head the list of endangered courses, with counselors steering students into more academic coursework under the auspices of college entry requirements.

Dow Chemical of Midland, Michigan, is a member of the advisory committee for the Midland School District and is actively working with the district in recruiting, training, and ultimately hiring secretaries. Pam Flowers, a personnel department administrator, said they knew they had to do something because the quality of secretaries coming into Dow was rapidly declining. The urgency was obvious when a career speaker suggested that, "If you can't do anything else, you can always be a secretary."

What is the status of the secretarial position, particularly as automation changes the tasks performed by managers and secretaries alike? Where does high school preparation fit in today's environment? This study of more than 30 job descriptions for secretarial positions in southeast Michigan companies (employing more than 100 persons) identified, through content analysis, the changes occurring in positions. The results of this study are compared to reports in the literature on selected requirements.

Secretaries in the Labor Force

Approximately 20 million workers are currently employed in the clerical segment of America's labor force. According to the Bureau of Labor Statistics, by 1995 they should number nearly 24 million. With 700,000 new secretarial positions becoming open within the next decade, it is one of the fastest growing professional areas (Johnson, 1986; Van Hook, 1987; Vreeland, 1988). Yet, from the mid- to late 1980s, over 80,000 secretarial positions have gone unfilled per year (Modlin, 1987).

There is also a great variety in job titles for today's secretarial positions, e.g., executive secretary, supervising secretary, administrative assistant, sales assistant, office administrator, etc., reflecting the higher level of independent corporate positioning and responsibility now being assumed as opposed to a role of support extension for the manager.

Educational Requirements for Secretaries

The majority of clerical workers and secretaries are not required to have any college education for entry level. According to a recent Professional Secretary International national want-ad survey of 7,167 secretarial advertisements, only 3.8 percent of openings requested some type of post-secondary education (Fusselman, 1987a). Nor is there a growing movement towards such requirements in the future. ("In the Year 2020 . . .", 1987). Yet, in the local job description study, 72 percent specifically wanted high school secretarial and/or commercial coursework. Therefore, the skills and training these management-support employees receive must come from the high school level.

In addition to the demand for strong secretarial foundation skills, the majority of descriptions cited the need for academic proficiency in language and math skills with specific mentions made in more than half the descriptions to business English, spelling, vocabulary, punctuation, proofreading, editing, verifying, business math, and calculations.

An important note here is that in many companies, the managers, engineers, supervisors, and other administrators, have computers at their own desks and do the majority of their own correspondence, reports, etc. Therefore, students considering such fields must also be up to date in keyboarding, formatting, and other word processing, database, and spreadsheet techniques.

This study showed more than 70 percent of job descriptions required shorthand or speedwriting. Fusselman's survey (1987a) reported that 26.1 percent of basic secretarial positions required the skill while 51.5 percent of executive secretarial ads required shorthand or fast notetaking/speedwriting.

Skills in office technologies such as data processing, word processing, information processing, electronic/voice mail, desktop publishing, and electronic records management are also emerging as prerequisites for entry but are mandated for higher level or better paying positions.

In a 1984 survey (Major, 1984), 49 percent of the secretaries indicated that learning word processing had a great deal of influence on salary increases. Fusselman (1987b) found 59 percent of the workstations using electronic typewriters, 48 percent using word processors, 43 percent with personal computers, and 26 percent with terminals.

Growth in Administrative Functions

A direct result of office technology is that management support workers (secretarial and clerical) are being released (and not replaced) from time consuming, monotonous work, and are participating in supervisory and administrative functions, particularly in light of the ever decreasing number of middle management ("In the Year 2020 . . .", 1987; Luke, 1985; Moon, 1983; Newton, 1986; Smith, Alexander, Medley, 1986).

In the job descriptions analyzed in this study, 38 percent of the specified knowledge, duties, and skills required of today's secretaries is of a management/administrative nature, initiating versus delegated, supervisory versus subordinate, once found in only management descriptions.

The descriptions make direct reference to such responsibilities as performing "administrative duties" (43 percent); supervising, managing, and coordinating office procedures and operations (43 percent); and independent decision making and action taking (35 percent). Secretaries are also responsible for preparing budgets; financial report analysis; cost accounting; and much more (Angerosa, 1988; Newton, 1986; Vreeland, 1988).

A primary secretarial responsibility now found in the majority of descriptions is the complete production of reports and documents—from researching, composing, and producing—to interpreting. Secretaries are emerging as managers of information with desktop publishing responsibilities and strong interpersonal skills ("In the Year 2020 . . .", 1987).

Time Management and Supervision

With the use of office technology and management operations increasingly falling on secretaries comes an increased workload and the need to know how to handle it. More than half the descriptions evaluated in this study specify the position requires time-management capability and the ability to schedule, prioritize, and follow-through.

And who's managing the secretaries? They are. Today's secretary must be confident and well-trained in order to work independently of the supervisor and display initiative. In this study, only 20 percent of beginning level job descriptions (requiring less than one year experience) stated the secretary would receive close supervision, 32 percent would receive medium to little supervision, and 36 percent would receive

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Previewing The MBEA Annual Convention

By Mary F. Robek,
MBEA President Elect

Plan now to attend MBEA's 53rd annual convention to be held at the Amway Grand Plaza Hotel in Grand Rapids, April 6-8, 1989. Jean Meines, South Christian High School, Grand Rapids, has agreed to be chairperson of the 1989 local committee. The theme of the convention is EDUCATION FOR BUSINESS: BASICS AND EMERGING TECHNOLOGY.

Education for Business encompasses basic business, marketing education, and office education. Covering the spectrum from BASICS (reading, writing, and arithmetic) to TECHNOLOGY (desk top publishing, spreadsheets, database, graphics, word-processing, computerized accounting), the 53rd Annual State Convention will provide many opportunities for professional development.

Volunteers are needed to serve on the local committee, to nominate speakers, and to serve as chairpersons of the sessions. Please note the forms elsewhere in this publication and submit your recommendations promptly. The program must be finalized by Christmas if all mailings are to be made in a timely manner.

Keep these other convention details in mind also: 1990 convention site, Battle Creek; 1991 convention site, Flint.

Post-Secondary Office Systems Curriculum

An INFORMATION SYSTEMS CURRICULUM is available from Dr. Sharon Lund O'Neil, Principal Investigator, or Ms. Donna R. Everett, Project Director, University of Houston, College of Technology, Technical Education Department, Houston, TX 77004.

The guide describes an information systems curriculum for postsecondary institutions in the State of Texas with suggestions for certificate programs in information systems. Course descriptions are also included.

The curriculum was developed through a grant from the Coordinating Board, Texas College and University System in cooperation with the Association for Information Systems Professionals (AISP).

Certification Update

By Judith K. Berry
Vocational-Technical Education Service
Michigan Department of Education

Judith K. Berry

Update on Teacher Certification, Guidelines, Certification Fees and Administrator Certification

TEACHER CERTIFICATION

Following is a summary of the major teacher certification rule changes affecting middle school and secondary teachers.

1. Michigan secondary provisional certificates issued after September 1, 1988, shall be valid for teaching in subject areas (majors and minors) 7-12. (Certificates issued before September 1, 1988, which allow the holder to teach all subjects in grades 7-8, retain their original validity.)
2. Beginning July 1, 1987, teacher preparation programs shall include in both their elementary and secondary professional education sequences studies in the needs of the early adolescent (students in the 10 to 14 age range). Also, the professional education sequences will include studies in the exceptional child (including those with handicapping conditions and the gifted and talented) and those with cultural differences. (The professional education sequence must be based on a minimum of 20 semester hours, 6 of which must be in directed teaching.)
3. The middle school endorsement, available to both elementary and secondary teachers who wish to specialize in the education of middle school students, will allow persons issued this endorsement to teach in subject areas (majors and minors) in grades 5 through and including 9. (Previously issued middle school endorsements, which allow the holder to teach all subjects 5-9, will retain their original validity.)
4. The attainment of a middle school endorsement will require at least six hours in the study of reading — both developmental reading and reading in the content areas.
5. Beginning September 1, 1989, all persons issued an original 5-year continuing certificate will be required to renew that certificate every 5 years on the basis of 6 semester hours of academic credit from an approved teacher preparation institution or the equivalent in State Board approved professional development programs or activities that will award credits obtained as State Board Continuing Education Units (SB-CEUs.)

TEACHER GUIDELINES

Beginning September 1, 1991, the State Board shall only issue a teaching certificate to a person who has passed both a basic skills examination and each appropriate subject area examination for each subject area in which he or she is to be certified. Beginning September 1, 1991, persons holding teaching degrees from out-of-state teacher preparation institutions and who apply for a Michigan teacher's certificate shall be required to pass both a Michigan State Board approved basic skills examination and each appropriate Michigan State Board approved subject area examination.

TEACHER FEES

A bill (HB 5718) setting certification application fees for new teachers entering the system at $125 for in-state and $175 for out-of-state teachers was passed by the House, 93-1 and awaits Senate action this fall. Lesser fees would be charged for temporary permits, duplicate permits or endorsements. The fees would be valid for five years and would raise $1.5 million in 1988-89 to make the certification program, now supported by tax dollars, self sufficient.

ADMINISTRATOR CERTIFICATION REQUIREMENTS

1. An elementary, secondary, or central office administrator's certificate may be issued to an applicant who presents evidence of completion of the following requirements:

Continued on page 11

Nominations Sought For MBEA Awards

By Gayle Prause
MBEA Awards Committee Chairperson

With the beginning of a new school year, now is the time to nominate individuals for the MBEA awards. There are five awards that MBEA has to offer to deserving individuals. They are the Recognition Award, the Distinguished Service Award, Master Teacher of Post-Secondary Business Education, Master Teacher of Secondary Business Education, and Emerging Professional Business Educator Award.

RECOGNITION AWARD

The **Recognition Award** is presented to an individual who has excelled in service to business education in the state of Michigan. Guidelines to be used in submitting a nomination for this award are:

(1) Excellence in classroom teaching or assistance to the classroom as identified by former students, colleagues, supervisors, and administrators.

(2) Professionalism as exhibited through efforts within own career—youth groups, program development, programs of community or continuing education, and service to home community.

(3) Professionalism as exhibited through participation in state, regional, and vocational education efforts— contributions to associations, legislative efforts, speaking engagements, and related activities.

(4) Educational achievements—work experience, professional articles.

(5) Career achievements—promotions, recognitions.

(6) Educational background.

DISTINGUISHED SERVICE AWARD

The **Distinguished Service Award** is presented to a member who has given distinguished service to the Michigan Business Education Association over a period of time. Guidelines to be used in submitting a nomination are:

(1) Executive Board positions held and number of years.

(2) Presentations at conventions and/or fall conferences.

(3) Assistance with convention and/or fall conference planning—local committee participation, fall conference host/committee member.

(4) Articles submitted for publication in *MBEA Today* and other publications promoting or identifying MBEA activities.

(5) Membership in professional organizations.

(6) Educational background.

EXCELLENCE IN TEACHING AND LEADERSHIP AWARDS

The other three awards were established to recognize those individuals who have exhibited excellence in teaching in the classroom and have demonstrated leadership qualities among their colleagues. Award recipients are automatically submitted as nominees for the N-CBEA Teaching Awards.

Nominees for the **Master Teacher of Post-Secondary Business Education** and **Master Teacher of Secondary Business Education** awards must be post-secondary or secondary classroom teachers in Michigan, respectively, but need not be members of MBEA. They must have taught at least seven years as full-time teachers, five of which must have been in Michigan, and they must be teaching in Michigan at the time of their nomination.

The selection of the recipients for these two awards will be based upon excellence in classroom teaching and demonstrated leadership qualities. Evidence to support the contention of excellence in classroom teaching may be faculty, administrator, and/or student evaluations, letters from parents or students, etc. Evidence to indicate leadership qualities should also be attached to the nomination form. These may include leadership activities within the school, active involvement in professional organizations, published research, speaking engagements, etc.

Nominees for the **Emerging Professional Business Educator Award** must be secondary classroom business teachers in Michigan, but need not be members of MBEA. They must have taught at least two, but not more than six years as full-time teachers (at least two of those years must have been in Michigan), and they must be teaching in Michigan at the time of the nomination. The award is intended to recognize excellence in the classroom. Evidence to support the contention of excellence must be included in the Biographical Data Packet and may include such items as faculty/administrator, and/or student evaluations, letters from parents, evidence of success of graduates, etc.

Only MBEA members in good standing may submit nominations for these awards. Please use the form included in this issue to submit your nominations.

NOMINATION PROCEDURES

The nomination form for the Master Teacher of Post-Secondary Business Education is to be sent to the appropriate "level" representative, that is: Junior/Community College—Barbara Ley; Four-Year College—Carol Johnson; Private Business Schools—Janice Waring (see inside front cover of this issue for addresses). Nominations for the other four MBEA awards may be sent to either your Divisional Representative (name and address is on inside front cover of this issue of *MBEA Today)* or to the name and address listed at the bottom of the nomination form.

One nominee per award category from each Divisional Representative and one nominee from each level of Master Teacher of Post-Secondary Business Education from the appropriate "level" representatives will be sent to the Awards Committee which will make the final selection.

NOMINATION DEADLINES

Nominations must be postmarked by December 1, 1988. Upon receipt of your nomination, a Biographical Data Packet will be sent to you to complete for information about the nominee. This Biographical Data Packet must then be completed by you and postmarked no later than January 15, 1989, to be considered for the 1989 MBEA awards to be presented at the State MBEA Convention in Grand Rapids, April 6-8.

New Billing Procedure

Mary F. Robek, President
1985-88 V.P. for Membership

Early in the fiscal year, hopefully July, you received a dues notice showing the name of the new Vice President for Membership, Mary H. Pettaway. Also enclosed was an application for NBEA membership. We hope that this notice will prompt you to pay your dues early in the year—to alleviate pressure of collecting dues at the fall conferences and at the convention.

We are also attempting to update areas which are teachers' primary responsibility. We hope you will correct the copy when you return it with your dues.

Please excuse our abbreviations in the letter. We did not take time to expand these from the database to the letter, but hope to do a more professional job next time.

We look forward to receiving your dues.

MBEA Seeks New Board Members

By L. Maxine Jones

The Nominating Committee is accepting nominations from the general membership for offices on the MBEA Executive Board that will be vacant at the end of the 1988-89 fiscal year. Members are urged to submit nominations, as competent leadership is vital to the continued success of our organization.

Nominations must be submitted to the chairperson of the Nominating Committee by November 30, 1988. A listing of the slate of candidates will be published in the February issue of *MBEA Today* with election taking place at the annual convention in April, 1989. The offices to be filled and the duties of each are as follows:

PRESIDENT ELECT (one-year term): The President Elect shall be general program chairperson of the annual convention and shall act as the Parliamentarian at all meetings unless another person is appointed by the President. The President Elect shall preside at the Executive Board and Association meetings in the absence of the President. This is a three-year commitment as the President Elect advances to the offices of President and Immediate Past President.

VICE PRESIDENT FOR BUSINESS AND FINANCE (three-year term): The Vice President for Business and Finance shall be responsible for the establishment of professional accounting procedures and maintenance of financial records. This shall include the preparation of financial statements, the payment of all authorized expenditures, and the accounting of all income. This officer shall prepare a current financial report to be presented in writing to the membership at the Annual General Membership Business Meeting and be responsible for seeing that a certified audit is conducted at the close of each fiscal year. The Vice President for Business and Finance is also responsible for all exhibits at the annual convention.

VICE PRESIDENT FOR PROFESSIONAL SERVICES (three-year term): The Vice President for Professional Services shall assist the President Elect as associate chairperson for the annual convention and shall direct all other member service programs.

In addition to these officer vacancies, divisional representatives are being sought for K-12 Southeast and Junior/Community Colleges. Both are three-year terms beginning July 1, 1989. Elections will be conducted in each division by the incumbents.

Please use the form located in the center of this issue to submit nominations for officers. Mail your nominations *by November 30, 1988,* to L. Maxine Jones, MBEA Nominating Committee Chairperson, Randolph Vocational/Technical Center, 17101 Hubbell Avenue, Detroit, MI 48235.

MBEA Nominating Committee Members 1987-88

Term Ending June 30, 1989:

TerriRhnee Pippin Grannis
Jenison High School

Cynthia Layton
Southwestern High School

Karen Norman
Baker College, Flint

Term Ending June 30, 1990:

Jeanne Mallak
Northwood Institute

Dosye Thompson
Inkster High School

Term Ending June 30, 1991:

Nancy Hogg
Davenport College

Brian Jentoft
L'Anse High School

Chairperson and Ex-Officio Member
Term Ending June 30, 1989:

L. Maxine Jones
Randolph Vocational/Technical Center

Professional Secretaries International And Business Educators

By Margie Kinzley

One of the goals of PSI is to work more closely with educators. The list of Michigan chapters is too long for a newsletter, but I think information about PSI activities will be useful to members.

Heather Williams, Lansing Tuebor Chapter President, wrote members recently: "Members and interested others are encouraged to attend. . . PSI functions as a way of supporting the secretarial profession and educating others about our organization. We encourage teachers to come and learn more about how PSI can benefit their students and future secretarial educational needs."

The PSI Great Lakes District Conference (Indiana, Michigan, Ohio, Illinois, Wisconsin) will be held in Lansing October 7-9, 1988. The conference is open to anyone who would like to know more about PSI.

Carol Baumeister Honored

Carol Baumeister, a teacher at Lakewood High School, has been named "Teacher of the Year" for her outstanding contribution to education by the Lakewood Education Association for the 1987-88 school year. Carol has taught at Lakewood for 19 years. She coordinates the office block and teaches Shorthand I. Carol says, "I know teachers are important factors in students' lives, and I enjoy the fact that I'm still able to learn something from the students."

Desktop Publishing

Comments by Dr. Debbie Renshaw, Western Michigan University, January 23, 1988.

By Dr. Debbie Renshaw

The year 1985 ushered in commercially available desktop publishing. Microcomputers were powerful enough for the software, the laser printer provided the quality, and pressure to integrate word processing and graphics existed. Desktop publishing is most frequently used for flyers, brochures, newsletters, and other short items previously sent to the typesetter. Some professionals also prepare longer items.

The positive outcomes of desktop publishing are:

Savings in per-page production. Dr. Renshaw cited a $75 charge and one-week turnaround time per page for text and line drawings as compared to $7.50 and two- to three-hour turnaround at the workstation.

Positive impact on readers. Today's audience has higher expectations about the overall appearance of documents. Desktop published documents enhance credibility.

Improved control and confidentiality. Last-minute changes to correct typos, make inserts and deletes, and change typefaces and layout, are now possible. Content of sensitive documents never needs to leave the organization.

Dr. Renshaw cautioned the audience to consider the negative side of desktop publishing as well:

Lack of publishing skills. Does the microcomputer user have the skills to design the most effective document in terms of layout, size and type of typeface, and other factors?

Loss of control over 'official' documents. Will more publications see the light of day because desktop publishing makes bad information look good? Will there be 'forged' and increased numbers of flawed documents? Will the 'paperless office' be even farther away than it now is? Will users bypass clearances and proper distribution channels?

Portrait Of The Secretary

Continued from page 4

little to no supervision — all at beginning levels. Understandably, the more experienced secretaries (with two or more years) received markedly less or even no supervision, and 69 percent of the descriptions specifically mentioned this.

Conclusion

Managers, administrators, information managers, desktop publishers, budget preparers, corporate representatives describe today's secretaries. "Twenty years ago, a secretary typed, filed, answered phones, and took dictation. Not anymore. Today's secretaries have a much wider repertoire of skills, are more a part of the management team..." (Angerosa, 1988), and are using their knowledge, skills, and position in ascending the career ladder into diverse positions of authority and responsibility.

According to Dr. Rosabeth Moss Kanter, Yale University sociologist and management consultant, in response to the role of secretaries, "American businesses do not only need more and faster hands, they need more and better heads (Major, 1984)."

The high school secretarial graduate has distinct advantages. He or she can begin exploring business careers immediately while "apprenticing" at the entry-level. The individual can continue post-secondary education and training, often financially assisted by their employers. Students will only perceive these advantages if information is shared and a positive image of the secretarial profession is created.

Business teachers must foster this positive attitude and encourage counselors to give students a positive start toward a business future. Doing less is a great injustice to students and to the business community, for students will not be able to meet the expectations of business when they seek employment.

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Business Education Attention Kit

By O.J. Byrnside, Jr.,
NBEA Executive Director

NBEA is pleased to announce that a new promotional kit designed to help teachers market business education is now available. The Business Education Attention Kit, developed by the NBEA Foundation for the Future of Business Education, includes the following:

* **Four posters**
* **A business statistics flyer** projecting job opportunities through the year 2000
* **Careers in Business brochure** highlighting five careers in business
* **Profiles of Success brochure** presenting the success stories of seven individuals who have benefited from their business education experience.

The kit's logo—and the central theme of all the materials—is **"Business Education Works in America."**

Business teachers in our state can order the Business Education Attention Kit by sending a check or money order for $7.50 (payable to NBEA) to the NBEA Foundation for the Future of Business Education, 1914 Association Drive, Reston, VA 22091-1956. All revenue received from the sales of the kit will be used to reprint and develop new marketing materials.

The following items are included in the Kit:

Careers in Business Brochure
Describes the variety of job opportunities which can be pursued with business education training. (Sold in packs of 50 at $17.50 per pack)

Profiles of Success Brochure
Tells the success stories of individuals who have benefited from their business education experience. (Sold in packs of 50 at 17.50 per pack)

Business Statistics Flyer
Projects job opportunities through the year 2000, highlighting the anticipated growth in occupations where business education is the most appropriate path to employment. (Sold in packs of 50 at $5.00 per pack)

Career Opportunity Posters
For display in your school or community to help present the positive message of business education to prospective students, parents and other important audiences. (Sold in sets of four at $6.00 per set)

A full set of materials (four posters, 50 of each brochure or flyer) costs $40.00.

Mail your order and payment to:
The NBEA Foundation for the Future of Business Education
1914 Association Drive
Reston, VA 22091-1956
(703) 860-8300

See related "Guidelines for Use" on page 14

Place
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L. Maxine Jones, Chair
MBEA Nominating Committee
Randolph Voc/Tech Center
17101 Hubbell Avenue
Detroit, MI 48235

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Dr. Mary F. Robek
MBEA President Elect
Eastern Michigan University
14 Sill Hall
Ypsilanti, MI 48197

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Nomination Form for New MBEA Board Members

Please see the related article by L. Maxine Jones for information about these board positions and nominating procedures. Then complete this form:

President Elect: NAME_____

ADDRESS_____

CITY/STATE/ZIP_____

Vice President for Budget and Finance NAME_____

ADDRESS_____

CITY/STATE/ZIP_____

Vice President for Professional Services NAME_____

ADDRESS_____

CITY/STATE/ZIP_____

SUBMITTED BY: NAME_____

ADDRESS _____

CITY/STATE/ZIP _____

TELEPHONE NUMBER: _____

Mail this form to L. Maxine Jones, Chair, MBEA Nominating Committee, Randolph Vocational/Technical Center, 17101 Hubbell Avenue, Detroit, MI 48235 by NOVEMBER 30, 1988.

CHAIRPERSONS SUGGESTIONS
1989 MBEA CONVENTION
GRAND RAPIDS — APRIL 6, 7, and 8, 1989

EDUCATION FOR BUSINESS — BASICS AND EMERGING TECHNOLOGY

Chairpersons of sessions at the MBEA convention serve speakers and participants in many ways to ensure a successful session. Please indicate by signing below your willingness to serve as a chairperson at the 1989 convention.

Name_____

Address_____

City_____ State_____ Zip_____

School_____

Telephone_____

Although matching chairpersons' interests with sessions they may be asked to chair is not always possible, every effort will be made to do so. Please indicate the subject areas in which you have an interest.

Areas of Interest_____

_____

_____

Please return the completed form to your division representative or to Dr. Mary F. Robek, MBEA President Elect, Eastern Michigan University, 14 Sill Hall, Ypsilanti, MI 48197

Nomination Form for MBEA Awards

Full Name of Candidate_____

Address_____
(Street Address)

_____
(City) (State) (Zip Code)

Present Position_____

Mark award for which candidate is being nominated:

_____ Recognition Award

_____ Distinguished Service Award

_____ Master Teacher of Post-Secondary Business Education

_____ Master Teacher of Secondary Business Education

_____ Emerging Professional Business Education Teacher

Name of Nominator_____

Address of Nominator (where Biographical Data Packet is to be sent):

_____
(Street Address)

_____
(City) (State) (Zip Code)

Telephone Number: (Home)_____ (Work)_____

Mail this nomination form to:

Ms. Gayle Prause
Route 2, Box 25-RT
Grayling, MI 49738

(The form must be postmarked by December 1, 1988, for consideration.)

***Note:** Upon receipt of this nomination form, you will be sent a Biographical Data Packet for information about the candidate. It must be completed, along with three letters of recommendation, and must be postmarked by January 15, 1989. It should be mailed to the same name and address as the nomination form.

Fold

Place
Stamp
Here

Ms. Gayle Prause
MBEA Award Committee
Route 2, Box 25-RT
Grayling, MI 49738

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Placing Business Education

Continued from page 1

"With the exception of a few years when we offered two sections, we normally offer three sections of the course each year. I'm really very proud of what we do. Many of the students actually graduate with more than the minimum required English credit because we encourage them to take the regular English composition courses as well."

"Do you have a similar way of granting mathematics credit for any business courses," I asked. "No, but I'd be very interested in knowing whether other programs do and how they do it," Ms. Modell replied. So would other business educators, as they look for ways of strengthening the position of business education at a time of declining enrollments and loss of teacher positions. The methods of placing business education in a central position in the total curriculum are likely to take many forms, with credit for basics representing one option.

Trends in Business Education

Predictions are that the business curriculum will shrink, with fewer courses taught at the secondary level; that vocational education will move to the post-secondary level; and that the curriculum will shift away from skills toward basic business (Berry, 1988).

In Michigan, recommendations to school districts about computer goals and objectives are to begin both keyboarding and computer literacy instruction at the elementary level (Essential Goals, 1987).

These trends, if they materialize, will continue to extend parts of the business curriculum in both the direction of pre-secondary and post-secondary instruction. Further, other curriculum developments outside business education (notably increased graduation requirements in the basics) have already influenced the position of the business curriculum.

Business Education in Michigan

Reports from 584 Michigan public secondary schools (98 percent of Michigan's high schools) during the fall semester of 1986 provide a picture of diverse course offerings. The survey was directed by Dr. Robert Poland of Michigan State University under V-TES sponsorship.

The most frequently taught courses in rank order are: Typing I, Accounting I, General Business I, Typing II, Shorthand I, Business Law, Accounting II, Co-op I, and Computer Literacy. Only Typing I (92 percent of the schools) and II (56 percent), Accounting I (80 percent), and General Business I (55 percent) were reported by more than half the schools as fall semester offerings.

Shorthand I, Accounting II, Business Law, Co-op I, and Computer Literacy were offered by one third to one half of the reporting schools. Taken together, computer science and computer programming courses fell into this frequency grouping.

Related courses taught with less frequency are Business Mathematics, Advanced Typing, Word Processing, Personal Typing, Recordkeeping, Computer Applications, and Office Practice, taught, at most, by 20 to 30 percent of the reporting schools.

Although the titles of courses offered by fewer schools are too numerous to list (99 different course titles for a total of 5,399 courses), several should be mentioned: Shorthand II, Business English, Business Economics, Business Communication, Notetaking, and Personal Finance. Each, at most, was offered by three to nine percent of the schools. However, taken together, these courses and other low frequency course titles accounted for substantial enrollment.

In fact, the 5,399 courses attracted a quarter of a million students; 17,000 were enrolled in vocational programs. Typing I and Accounting I accounted for about 75,000 of this enrollment figure. Typing II, Computer Literacy, and General Business accounted for another 40,000 (each with enrollment of more than 10,000 students). Business Law and Business Mathematics provided more than 15,000 total enrollment. Computer science and programming provided more than 20,000 of the total enrollment figure.

The tremendous number of titles offered by extremely few schools must be considered as well. Do these courses (for example, banking and insurance, positive life, career exploration, succeeding in work, and others) represent disappearing subjects? curricular innovations? individual teacher preferences to teach these courses?

Overall, the survey results provide both positive and negative feedback on the role of business education in the total education of the Michigan student. It would appear that every Michigan child does **not** have access to a comprehensive business program, but equally important, the curriculum is capable of attracting a very large population.

Image and Identity Issues

At a time of what some term "crisis" for

Continued on page 10

Project ACTIVE

Editor's Note: This summary is based on the ACTIVE Report prepared by Jean Sillers, Control Data Corporation, and Barbara Rupp, Ph.D., Curriculum Specialist, Calhoun Area Vocational Center, and a conversation with Dr. Gerald Inman, Calhoun Area Vocational Center.

Project ACTIVE is based on the premise that: "Students that can benefit from vocational education will have the opportunity to enroll in vocational education programs, and if enrolled, will achieve an acceptable level of academic and vocational-technical competence through a coordinated delivery involving academic and vocational-technical education." The level that is acceptable is to be established by each school district.

Project ACTIVE (Academic Competency Taught in Vocational Education) began in 1984 as a local curriculum development effort and soon qualified for federal funding under an Excellence in Education grant. Based on J. P. Greenan's work on generalizable skills, efforts in other states, particularly Virginia, and Dr. Barbara Rupp's curriculum work with teachers, the concept and methods of "curriculum overlap" were developed.

Curriculum overlap is "the identification of the overlap of the basic skills competencies that are reviewed, instructed and applied within the essential tasks that comprise the curricula found within vocational education." The further goal of the curriculum process is to "document academic skills within vocational technical tasks so that they may be presented to local school districts for approval in meeting graduation requirements in math, science, and English."

To date, 22 vocational areas have been evaluated. Some of the participants have already made modifications appropriate for the local school district and have had plans for granting basic academic credit through vocational education accepted. Dr. Inman clarifies that the goal of basic credit for vocational education is not to compete with academic education, but to preserve options for those students whose ability to take vocational education was being severely limited by increased basic academic requirements.

"ACTIVE is the product of the following vocational centers and comprehensive high school: Calhoun Area Vocational Center, Jackson Area Career Center, Branch Area Careers Center, Averill Career Opportunities Center, and Niles/Brandywine High School."

Placing Business Education

Continued from page 9

business education, some educators charge that business education itself is responsible for the problems. One view is that business educators have been reluctant to state their mission vigorously or that they have conveyed the business curriculum as a "typing curriculum," "a computer curriculum," or even a "special needs curriculum." Another view is that business education has not changed rapidly enough, operating in a vacuum relative to other curriculum developments within the school and the socio-technical environment.

Dr. William Daggett (1988), of New York State's Occupational Education Division, charges that educators have not been willing to give up their special interest areas in favor of a revised curriculum that would place business education in the mainstream. Teachers are teaching history lessons, he states, not preparing students for the future. Teachers are teaching tools, not concepts, even though they know their schools cannot keep pace with the tools used in business. Dr. Daggett reminds vocational teachers that, in polls, they rank the value of vocational education below the rankings of the general public, school administrators, and other teachers, but above counselors.

Other concerns are that there are too many courses with too little attention to a strong basic core of business courses. There is a reluctance on the part of some business teachers to teach parts of the business curriculum. If business teachers characterize some of their colleagues as "lazy," "afraid," or "too comfortable," what must non-business teachers think? This personal choice to leave the teaching of some subjects to someone else is extremely damaging to the credibility of the business program.

Ultimately image and identity are closely bound, and a clear identity is mandatory before other actions are taken. The Action Plan for Business Education, currently under review by Michigan's Vocational Technical Education Service and summarized for *MBEA Today* (Jones, 1988a), proposes a curriculum which achieves these competencies: keyboarding, typewriting, mathematics, bookkeeping/recordkeeping, business English and communication, office skills, and shorthand/transcription skills.

The definition of the mission and objectives of business education is the right, but also the responsibility, of the local level. Do all programs have a clear identity for their curriculum? Without this identity, promotional efforts may have unintended side effects, counselors will face confusion about the curriculum, and changes may as easily have negative consequences as positive ones.

Positioning Business Education

Clearly, students find value in the business curriculum. The enrollment reported for the 1986 fall semester is higher than the total enrollment in all other special program areas offered by secondary schools. Yet enrollment is a problem.

Business educators have the task of facilitating enrollment in their program areas. There are many options, most of which are not new, and many are already underway at specific schools and within some districts.

1. Credit for Basics. One option is to qualify business courses to grant graduation credit for basics such as English, mathematics, social science, or other relevant requirements. This option exists for both general and vocational business courses. (See Jones, 1988b.)

The positive side of this option is restoring students' options to pursue business instruction. Some schools, having raised their graduation requirements in the basics, may now be looking for alternative ways of satisfying these requirements. Some courses in the business curriculum are consistent with the goals of the academic requirements.

There are other considerations with this option, however. Will special certification requirements be placed on the teacher? Is the business course actually in the business department or in some other department? Will course objectives and content have to be modified to accommodate more basic content and thereby lose business content? Will the identity of the course as a business course be lost as it becomes a basic course?

Another concern is the school environment. Is it supportive of the option? As one educator commented, "I know teachers who tried this approach and were slapped down hard. They are not ready to enter the lion's den again. I also know a teacher who

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Articulation Means Valuable College Credit

By Gerri Powell, WISD Articulation Supervisor
Washtenaw Intermediate School District

High school graduates in Washtenaw County receive no-cost college credit for their high school vocational courses through Washtenaw County's Articulation Program.

Articulation makes it possible for students, who successfully complete a participating Washtenaw County high school vocational education program, to qualify for up to 18 credit hours at no charge from Washtenaw Community College (WCC).

The process is simple. Students who successfully complete a participating high school course can submit their student performance record and an application form—signed by their high school vocational teacher and counselor—to WCC. Once the application is accepted and after the student completes six other credits at WCC, the articulated credits will be placed on the student's WCC transcript.

There is no charge for credits and no competency test, just a one-time $10 application processing fee. Students can apply for articulated credits up to two years after high school graduation.

There are nearly 40 courses in the areas of Automotive Mechanics, Child Care, Culinary Arts, Electronics, Graphic Design Technology, Machine Shop, and Welding/Fabrication for which students can receive WCC credit. **Of importance to business educators is that Office Education is currently part of the articulation program and, within the next year, courses from Computerized Accounting and Marketing/Distribution will be added to the program.**

Begun in the late 1970s, Washtenaw County's Articulation Program is one of the oldest continuing programs of its kind in the state. It has been recognized as one of 18 exemplary programs throughout the nation by the National Center for Research in Vocational Education.

The program is a cooperative effort that involves over 70 instructors and administrators from the local schools and community college who meet regularly to review and coordinate curricula. Program funding is shared by the ten local school districts: Ann Arbor, Chelsea, Dexter, Lincoln, Manchester, Milan, Saline, Whitmore Lake, Willow Run, and Ypsilanti; Washtenaw Community College and Washtenaw Intermediate School District.

For more information about Vocational Articulation in Washtenaw County, call Gerri Powell at WISD (313) 994-4339.

Certificate Update

Continued from page 9

a) A master's degree or higher from an accredited college or university.

b) A valid Michigan teaching certificate. An applicant for an elementary administrator's certificate shall hold a valid Michigan elementary certificate. An applicant for a secondary administrator's certificate shall hold a valid Michigan secondary certificate. An applicant for a central office administrator's certificate shall hold either a valid elementary or secondary Michigan teaching certificate.

c) Appropriate teaching experience. An applicant for an initial elementary or secondary administrator's certificate shall have at least 3 years of teaching experience at the grade level for which he/she seeks an administrator's certificate. An applicant for an initial central office certificate shall have at least 3 years of elementary and/or secondary teaching experience. An applicant holding a valid administrator's certificate and applying for an administrator's certificate at another level shall not be required to meet the teaching experience requirements of this section.

d) Satisfactory credit from an approved administrator preparation institution for an elementary and secondary administrator's certificate. An applicant for the elementary or secondary administrator's certificate shall complete 20 semester hours of satisfactory credit in a state board approved program in school administration. The program shall include the following components:
   (i) Leadership/management theory and practice.
   (ii) Instructional supervision and evaluation.
   (iii) Curriculum development.
   (iv) Methods and processes for school improvement.
   (v) School finance.
   (vi) School law.
   (vii) Personnel management.
   (viii) Community relations.
   (ix) Adult and community education.

e) The components of the approved program shall meet all standards of quality as determined by the state board. The 20 semester hour program may be included within a master's degree program.

f) Satisfactory credit from an approved administrator preparation institution for a central office administrator's certificate. An applicant for a Michigan central office administrator's certificate shall complete 30 semester hours of satisfactory credit in a state board approved program in school administration. The program shall include advanced studies in the program components listed in (d) above. The 30 semester hour program may be included within a master's degree program.

2. An applicant for an elementary, secondary, or central office administrator's certificate with 3 school years of documented experience as a school administrator shall not be required to complete the 20 semester hour or 30 semester hour approved program as defined in this section providing all the administrative experience occurred within a 6-year period preceding the date of application for an administrator's certificate. The administrative experience for the elementary or secondary administrator's certificate shall be at the level of the administrator's certificate applied for by the applicant. The administrator experience for the central office administrator's certificate shall be at either the elementary or secondary level.

3. Credit completed in an approved administrator preparation program for one level of administrator certification shall apply towards certification at another level providing the credit meets the approved program requirements.

ADMINISTRATOR CERTIFICATION REQUIREMENTS — RENEWAL

1. Renewal of an administrator's certificate requires 6 semester hours of credit completed at a state board approved institution and/or the equivalent in approved state board continuing education units. Credit shall be towards an individual's professional development as an administrator and in accordance with state board policies. Credit completed out of state must be through an accredited teacher or administrator education institution.

2. All renewal credit shall be completed within a 5 calendar-year period prior to application for a renewal.

3. Correspondence credit is not acceptable for meeting initial administrator's certificate or renewal requirements.

4. Credit earned for renewing an administrator's certificate may be used for renewing a teaching certificate provided it is consistent with state board policies that continuing education credits improve the skills and knowledge base of the applicant as an administrator and a teacher.

Placing Business Education

Continued from page 10

clipped an article on why business English should receive English credit. After her principal read it, he said, 'Let's go with it!' "

Careful choices must be made in pursuing this option, guided by the overall mission of the program and the particular objectives of the course involved. Yet it is an option that should be explored. Project ACTIVE, Academic Competency Taught in Vocational Education, was initiated in 1984 to assist local districts to identify basics in the vocational curriculum. (See the related item on Project ACTIVE.)

2. Course Innovation. A second option is to broaden the audience addressed in a specific course. One teacher, for example, revised a course whose enrollment had prevented it from being offered for several years. This former Secretarial Procedures course is now Advanced Business Practice.

The course addresses business skills and concepts needed for business employment. The course serves the non-secretarial and secretarial student, neither of whom had the course as an option, due to enrollment.

As an option, the same considerations apply here as for pursuing graduation credit for basics. Is the innovation central to the business program? Will some other instructional area have to be given up to support the new or revised course? If so, what is the consequence of the change? Will the course be supported by the business faculty or be perceived as a special interest course, a "pet project" of one faculty member? Here, too, the choices must be careful, but the results may be very beneficial to the program. In some cases, an analysis may show the need to consolidate courses, especially if the basic curriculum is being neglected.

3. Redistribution of Courses. Some schools experience internal competition for the same students. For example, vocational centers and home schools may overlap in instruction. An evaluation of the distribution of courses may reveal that business instruction is concentrated in Grades 11 and 12, thus aggravating the competitive situation. Efforts to redistribute courses across the grade levels 9 or 10 through 12 may both alleviate conflicts and strengthen the overall position of business education.

4. Articulation. Articulation responds to the extension of the business curriculum to the pre-secondary and the post-secondary levels. The term, used formally, implies formal agreements between instructional levels. Gerri Powell, in a related article, de-

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MBEA Executive Board Member Profiles

** JUDITH K. BERRY **
Business and Office Education Consultant

Judith K. Berry is the Business and Office Consultant in the Vocational-Technical Education Service, Michigan Department of Education in Lansing. She is a member of a team of specialists working in the Program Development and Operation Unit, whereby, she provides technical assistance to local comprehensive high schools and area skill centers. Additionally, Berry plays a major role in curriculum development for business education in Michigan.

Before being appointed to her current position, Berry had experience in many of the parts of the social structure that are important to business and vocational-technical education. She has been a secretary, retail assistant manager, word processing operator, administrative assistant, teacher educator, entrepreneur, and a college educational administrator.

A native of Detroit, Berry received her Bachelor of Arts degree in Business Education in 1976 from Marygrove College and a Master of Arts degree in 1982 from Michigan State University, with an emphasis in educational administration at the secondary level.

Her career was launched when she student taught in the Department of Business Education at Mackenzie High School in Detroit. In 1976 she joined the teaching staff of Detroit's Cody High School. Berry taught at Cody High and River Rouge Adult Education Evening School until she relocated to Lansing in 1979.

Berry taught briefly at Everett High teaching reading and accounting. In 1980 she became Coordinator of the JTPA Office Education Programs at Davenport College, Lansing Branch. In 1982, she was named Director of Instruction at Davenport and later assumed the position of Assistant Dean of Academics of Davenport College. Berry accepted a position with Lansing Community College in 1986 as Coordinator /Instructor of the Accounting and Computer Academic Program.

Berry's professional activities include liaison to Michigan Business Education Association. As a member of the MBEA Executive Board, she provides state and legislative updates quarterly. Berry is also a member of the National Business Education Association, the Michigan Occupational Education Association, and the American Vocational Association.

Judith Berry is married to Mandeville Berry, Jr., and has two children, Ebony and Mandeville, III.

** LILLY KELLY HALL **
K-12 Wayne County Representative

Shortly after graduating from Western Michigan University with a degree in Business Teacher Education, Ms. Hall began her career as a public school educator in Detroit at Northeastern High School. During her tenure there, she earned a Master's Degree in Secondary School Administration and Supervision from the University of Michigan.

When Northeastern closed its doors in 1982, Ms. Hall joined the Business Department of Cody High School, where she remained for three years. The highlight of her career has been joining the staff of Randolph Vocational/Technical Center in September of 1986 as a Word Processing Program Manager.

Lilly has been a member of MBEA throughout her career and considers it an honor to hold the position of Region 5 Representative. She says, "I look forward to enthusiastically serving my term on the Executive Board of the Michigan Business Education Association."

** B. JEAN HESTER **
Business Club of Metro Detroit

Ms. Hester holds the B.S. degree in Education from Wayne State University (1987) and was honored by MBEA as an Outstanding Student Business Educator. She also earned the Associate of Arts degree from Wayne County Community College (1976).

At present, Ms. Hester teaches accounting, shorthand, and business principles at Western High School in Detroit. She has 18 years of secretarial experience as secretary

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1988-89 MBEA Executive Board

Top Row (left to right): Mary F. Robek, President Elect; Ann M. Remp, Vice President for Publications; Judith Berry, State Department Representative; L. Maxine Jones, Past President; Stanley Kuzdzal, Vice President for Professional Services; Hank DeRuiter, Vice President for Business and Finance.

Middle Row: Barbara Ley, Junior/Community College Representative; Lilly Hall, K-12 Wayne County Representative; Jan Waring, Private Business School Representative; Joanne Torp, K-12 Southeast Representative; Mary Pettaway, Vice President for Membership & NCBEA Representative.

Front Row: Helene Zimmerman, President; TerriRhnee Grannis, Secretary; Carol A. Johnson, Four Year College Representative; Gayle Prause, K-12 Northern Lower Representative.

Teaching Tips

The Five W's Of Writing

By Linda M. Allred
Ross Business Institute,
Detroit, Michigan

When having students work on their sentence-building skills, remind them of the five W's: WHO, WHAT, WHEN, WHERE, WHY.

Start them out writing very simple sentences with only two W's. Then have them add other W's to eventually create a well-defined sentence.

When creating their rough drafts, students should write out the "W" which corresponds to the words in their sentences. To take this idea a step further, when creating simple paragraphs of five to ten sentences, ask students to critique their sentences. Have them study the variety of W's in the sentences. If the first sentence has a WHO, WHEN, and WHY, make sure the next sentence does not start with WHO, but rather with WHEN or some other W.

This simple lesson should enable your students to write better sentences, not always having sentences begin with WHO —"I, I, I!"

Business Communication and Critical Thinking Skills

By Dr. Roberta Supnick
Western Michigan University

Editor's Note: These remarks were delivered on January 23, 1988, at the Michigan DPE Interchapter Meeting, Lansing, Michigan.

Appleby (1981) surveyed 1,000 high schools on how much writing was involved in students' educational activities. While 44 percent of teachers reported writing activities, only 3 percent of these activities involved discourse, that is, writing exceeding 100 words of continuous narrative. Such writing requires critical thinking skills.

By reviewing the theories of significant educational leaders, Dr. Supnick showed critical thinking skills to be higher-level, not basic, skills. Bloom's taxonomy (1956-64) placed recall and translation skills before analyzing, synthesizing, and evaluating. Ennis's process orientation (1962) placed thinking skills as part of a larger model: Clarification, judgment, and inference skills preceded problem solving and rhetorical strategies. While writing is domain specific, it is essentially problem solving. The business communicator must analyze the audience before composing, for example.

Dr. Supnick developed a method to evaluate the level of her students' critical thinking abilities from a writing sample. Because theorists place identifying the problem as a low or first-level thinking skill, Dr. Supnick looked for a topic sentence stating a clear purpose for writing and for accuracy of facts. Seventy-six percent of students' writing demonstrated this level. Forming a concept constituted the second level. Dr. Supnick looked for audience awareness and analysis as evidence of this skill; 56 percent of her students ranked at this level.

Fifty-two percent of her writing students showed evidence of analytic, inductive/deductive, and inferential skills. At the problem-solving level, Dr. Supnick looked for the presence of subtopics which were criteria for problem solving; only 20 percent of students demonstrated this level.

Dr. Supnick argues that students are more likely to develop critical thinking skills if they first examine their own problem-solving approaches. She provided examples of how she encourages this self analysis. One exercise involves idea subordination. Instructions to students state: "Arrange items in these brainstormed lists in logically organized outlines. Use the outline designs provided:

availability
sticker price
mileage
Corvette
October arrival date
20 MPG/highway
$25,000 w/options

After these brief lists, the exercises increase the number of items and the complexity of subordination. As the students develop skills at this level, they next analyze situations for purpose and audience factors, outlining their writing in terms of purpose and audience analysis. Later, they identify the information needed to support the main points in the writing.

Dr. Supnick uses grammar rules as devices to develop inferential skill. Rather than working deductively by stating the rules and deriving the examples, Dr. Supnick provides the examples and asks the students to form the rules. Here is one of Dr. Supnick's exercises on apostrophes:

"Apostrophes are also used to show the combination of word combinations or contractions. To contract means to shorten or make compact. Based on the following evidence, provide an explanation for using apostrophes in contractions.

you are = you're
it is = it's
they are = they're
of the clock = o'clock, etc.

How can you explain the function of these apostrophes?..."

This "Sherlock Holmes" approach to grammar provides an alternative to the usual deductive approach.

Placing Business Education

Continued from page 11

scribes the articulation program in Washtenaw County.

Used less formally, articulation can mean co-operation and co-ordination of instruction between levels. As keyboarding and computer literacy skills move to the elementary and middle/junior high levels, business teachers must explain to educators and administrators at other levels why the expertise of the business teacher is needed in these instructional areas. Some teachers have already made such efforts.

Whether identified here or not, the manner of positioning business education centrally in Michigan's education will not take a single form. Some of the required efforts will be program promotion, involvement in school curriculum committees, and better liaison with counselors who need to know what program and course objectives are. The choices will be difficult, but necessary ones if business education is to contribute to the education of Michigan's youth.

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MBEA Executive Board

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for Mumford High School and head secretary for Renaissance High School.

Ms. Hester is a member of The American Vocational Association and the NAACP, as well as MBEA, and has served as counselor and board member for the The National Coalition of One Hundred Black Women. The latter organization facilitates career exploration through group sessions, visits to job sites, and other activities.

Jean is active in her church and very proud of her three children, Vernard (a 1982 EMU graduate in Business Administration), Roselyn (who earned the Master's of Social Work degree at U of M in 1986), and Patrick (a 1988 graduate of Tennessee State in Speech, Communication, and Theater).

***** MARY HELEN PETTAWAY *****
MBEA Vice President
for Membership

Ms. Pettaway is a Business Education graduate of Central Michigan University (1969) and holds a Master of Education degree (1972) and Education Specialist Certificate (1982) from Wayne State University.

Ms. Pettaway is presently at Golightly Vocational Technical Center in Detroit where she is program manager for word processing. Previous positions at Finney High School, Taft Middle School, and Lewis College of Business included teaching responsibilities in word processing, office machines, records management, shorthand, accounting, business law, legal secretarial subjects, and other business education courses.

She is active in several organizations, having served as president, vice president, and treasurer of Business Teachers Club of Metropolitan Detroit; and member of the National Business Education Association, Alpha Kappa Alpha Sorority, and New Metro Business and Professional Women's Club. Ms. Pettaway has also been an advisor of the Business and Office Education Club since 1983. In 1988 she was honored for outstanding service to BOEC.

Her community activities include serving as treasurer of her church and member of the choir.

***** ARLENE M. VLAHOS *****
MBEA K-12 Upper
Peninsula Representative

Ms. Vlahos was born and raised in Bruce Crossing, MI, which is located in the western end of the Upper Peninsula. She received her Bachelor of Science degree (1966), her Master of Arts, and Vocational Certification (1976) from Northern Michigan University in Marquette.

Ms. Vlahos' experiences include the following:

- Member of the National Business Education Association and Michigan Business Education Association.
- Member of the Kappa Chapter of Delta Pi Epsilon.
- Co-chairperson of an MBEA fall conference in the U.P.
- Secretary of the Ewen-Trout Creek Education Association (MEA) for three years.
- Treasurer of the Ewen-Trout Creek Education Association for the past five years.
- Bookkeeper for Bethany Lutheran Church, Bruce Crossing, for the past four years.
- Treasurer of the Bethany Ladies Aid for ten years; president for three years.

Her teaching experience has been in the Upper Peninsula with one year in Watersmeet and 17 years in the Ewen-Trout Creek School District. Ms. Vlahos' present teaching assignment includes Office Occupations I and II, recordkeeping and accounting.

She and her husband, James, have two sons and make their home in Bruce Crossing.

Guidelines For Use Of The Business Education Attention Kit

The NBEA Foundation for the Future of Business Education is pleased to present a kit of materials for your use.

These materials were designed to respond to the recommendations developed by the National Conference on the Future of Business Education. The Action Agenda from that meeting called for renewed emphasis on "marketing" the value of business education to ensure the continued availability of business education classes for all students.

Acting on that Agenda, the Foundation has prepared several items that each business educator can use locally to:

- Encourage students to enroll in business education subjects; and
- Establish a greater understanding of and appreciation for business education by administrators, counselors, parents and community leaders.

Order your supply now so you can begin to have a positive effect on your fall enrollment!

The NBEA Foundation for the Future of Business Education would like to express deep appreciation for the financial support that was received from the following organizations and individuals. Their contributions were used to underwrite the costs of the development and distribution of these materials. All revenue received from the sales of these materials will be used to reprint and develop new marketing materials.

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Michigan Business Education Association

Membership Application
July 1, 1988 through June 30, 1989
(Please Print)
(Submit One Application For Each Person)

☐ New
☐ Renewal

Personal Title: FIRST NAME: INITIAL LAST NAME:

STREET ADDRESS:

CITY: STATE: ZIP CODE:

COUNTY OF EMPLOYMENT:

EMPLOYER (School or Company):

AREA(S) OF TEACHING	VOCATIONALLY REIMBURSED Yes	No
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☐ Accounting/Computing	☐	☐
☐ Business Communications	☐	☐
☐ Computer Literacy	☐	☐
☐ Data Processing/Computing	☐	☐
☐ General Business	☐	☐
☐ Information Processing	☐	☐
☐ Keyboarding/Word Processing	☐	☐
☐ Marketing Education	☐	☐
☐ Office Block/Cluster	☐	☐
☐ Secretarial/Shorthand	☐	☐
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November 1988 Newsletter

mbea today

The Official Magazine of the
Michigan Business Education Association

What's Inside

"Opportunity Card" Concept
MCE-VERC Update
"Students Teach Teacher"
MBEA Convention Update
MBEA's Link to Lansing
Youth Employment Rules
Business Professionals of America
MATEB Endorsement
and more

Dates to Remember*

November 12, 1988...Region V Wayne County Conference
Wayne County Community College
Contact: Arlene Green (313) 355-5173 or Ernestine Coleman (313) 557-0496

November 16-18, 1988...Michigan Occupational Education Association, Lansing, MI

November 30, 1988...MBEA Executive Board Nominations Due

December 1, 1988...MBEA Awards Nominations Due

December 2-6, 1988...American Vocational Association National Convention

January 14, 1989...MBEA Executive Board Meeting, Lansing, MI

January 15, 1989...Biographical Data Packet and Recommendations for MBEA Awards Due

January 21, 1989...Delta Pi Epsilon Michigan Interchapter Meeting, Lansing, MI

February 12-18, 1989...DECA Week

*For a complete Marketing Education calendar, call Tom Benton, VTES (517) 335-0381. For Business Professionals of America (formerly BOEC) dates, contact Patricia VanDrew (616) 387-7008.

Bring Business and Economics Back to Business Education

Timothy P. Schilling, Executive Director
Michigan Economic Education Council

Upon glancing at the title of this article, one might wonder where business education has been that the author requests the return of business and economics. Truth be known, business education probably never left the "mainstream" of education as we traditionally think of it, as many business departments in many schools pride themselves on creating job skills for a wide variety of students. But by focusing on "entry-level job skills," we may have over-specialized ourselves to the point of an endangered species.

Informal discussions with many of my colleagues indicate that business education enrollments at the secondary level are holding their own with introductory courses and dwindling with advanced and less specialized offerings. Everyone may take typing, but beyond that the regional skill centers take the advanced skill training enrollees, and districts have so increased other graduation requirements that there is little room for non-skill subjects in the local school department.

With renewed interest in teaching the basics comes the opportunity to redevelop the business curriculum. In some districts, general mathematics skills have become the sole domain of the mathematics department. As a course, business math has dwindled in offering. Yet, it should be a viable option for the student to fulfill any math requirement for graduation. It offers the added attractiveness that basic skills can be put in a producer/consumer context that makes the importance of learning the skills more apparent to the student. It may even prove a fertile ground for giving stu-

Continued on page 4

ENTREPRENEURSHIP EDUCATION: The Future of Vocational Education

By Tom Benton, VTES Consultant, Marketing Education

Entrepreneurship education is vital to our students, to vocational education, and to our economy.

Entrepreneurship education has emerged as a national and state economic development tool. Since 1980, Fortune 500 companies have lost over 3 million jobs while small businesses, less than ten years old, have added over 1 million new employees.

Entrepreneurship education is needed as a training program for new businesses. We know that three out of five businesses no longer exist after five years of operation. ***There is a need to provide training so that people who decide to start a business will have a successful venture.***

Entrepreneurship education is needed to prepare our students for the future. Our students need economic understandings of a system that is more and more dependent upon small businesses.

Entrepreneurship education will make your instruction relevant and will motivate students. Four out of five students responded in a survey that the "American Dream" is to own your own business. The entrepreneurial spirit is having

Continued on page 6

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REMOVAL OF NAME FROM MAILING LIST: From time to time, MBEA sells its mailing list to certain carefully screened organizations. If you prefer that your name be removed from the mailing list when it is sold, please notify Mary H. Pettaway at the above address.

ISSUE 1 REVISITED!

Mary Pettaway, Vice President for Membership, is a graduate of Central State University in Wilberforce, Ohio, not Central Michigan University in Mt. Pleasant, Michigan.

Mrs. B. Jean Hester noted that we had omitted mention of her husband, Mr. Odis Hester, in the Board Profile, and that she was a summer work program counsellor for the National Coalition of One Hundred Black Women.

Dr. Willard (not William) Daggett was cited on p. 10 of the September issue.

Business Education's Link to Lansing

Ann M. Remp

Business education will change more rapidly within the next five years than at any time in the last twenty. Many of these changes will be initiated or influenced by the Vocational Technical Education Service (VTES) of Michigan's Department of Education. How will business education's voice be heard as changes are proposed?

The Michigan Occupational Education Association (MOEA) has been the State's primary vehicle for communication with vocational educators. Because business education is both basic and vocational education, MBEA's membership decided several years ago not to affiliate with MOEA. The MOEA channel of communication has, thus, not been available for input to VTES by business education.

Two events which may lead to a direct link between MBEA and VTES have occurred. First, the Michigan Association of Teacher Educators for Business (MATEB) has endorsed MBEA as the official voice of business education in Michigan. Second, the MBEA Executive Board resolved that its Crucial Issues Committee serve as that voice.

MATEB Endorsement

MATEB consists of the member institutions in Michigan which certify business educators. The decision to endorse MBEA as the representative of business education in Michigan was made at MATEB's June meeting. The text of the communication to Dr. Lola Jackson, VTES Director, from

Continued on back cover

Arlon W. Lindberg Honored

Arlon Lindberg, chair of the Secretarial Department at Northwood Institute's Midland campus, was honored by faculty and students at Secretaries' Day in April.

Lindberg retired in May after 26 years of service. During his tenure, he taught all of the secretarial classes as well as English and marketing courses. He has long-standing membership in MBEA and NBEA and has contributed to other professional organizations as well.

Lindberg's contributions to Northwood include establishing the Dorothy R. Bell Scholarship; developing two- and four-year secretarial curricula; conducting alumni surveys for evaluating and improving courses; and developing a secretarial advisory committee.

Congratulations to Arlon Lindberg on his retirement!

Keeping Current: Students Teach Teacher

Sharon Svitkovich
Accounting and Computing Program
Regional Career Technical Center (RCTC)
Ypsilanti, MI

To reach the goal of student employability, business education teachers must keep up to date on technological changes. Ideally, working in the business world would give teachers the opportunity to gain new knowledge of equipment, software, and business practices. There are, however, many reasons why teachers find it impossible to assume a part-time or summer job.

So what can teachers do to get some feedback from the business world to pass on to their students?

A unit which has been incorporated into our computerized accounting course provides valuable feedback to the teacher and, importantly too, provides students with some basic business skills. This project involves reversing the interview situation whereby the students become the interviewers and persons working in an accounting or bookkeeping position become the interviewees.

While discussing accounting and bookkeeping careers during the first week of school, students are given an overview of the project and are made aware that it will be due during the second semester. This gives students time to acquire some accounting background, gain experience on computer applications, and learn a simple word processing program — in general, they become more familiar with the topic of the interview. They also have ample time to think about the contact they will make for their interview.

The second semester begins with activities necessary to complete their project. Students count off into groups — four, five, or six would be a practical number of students in a group. The groups then meet and their instructions are to list ten questions they want to ask about an accounting process or position. Examples of questions students have listed are:

"What was your first occupation in the accounting field?"

"What are your job duties?"

"Do you use computers? If so, what kind?"

"What accounting program is used?"

Students are brought back together to consolidate the list. As a whole group, the students discuss, combine, delete or change questions to produce the most appropriate questions for use on their interviews. These questions serve as guides in the interview; but, depending on the interview situation, students are encouraged to be creative in asking questions.

As the appointments are made, the date of the interview, name of the person being interviewed, and the company name are recorded by the teacher on an Interview Evaluation form.

Upon completion of their personal interview, students are encouraged to write a summary immediately, including their own observation from their notes. Their final copies, usually about two pages in length, are completed by use of their keyboarding skills either on a typewriter or a computer.

A short oral presentation is given to the class by each student based on their written report. Students are encouraged to use the chalkboard, overhead projector, or other means to illustrate their presentation. Time is given to the class for questioning any material which needs clarification. The teacher can lead a discussion about what software is being used, what the employer is looking for when hiring for various positions, or other items which are mentioned throughout the presentation.

Students write letters to the persons they have interviewed, thanking them for their time and mentioning something they have learned from the experience.

By integrating this project into the curriculum of the computerized accounting course, the students benefit in several ways. They learn:

1. Telephone and office etiquette.
2. Written and oral communication.
3. Listening skills.
4. Cooperation in small and large groups.
5. Current knowledge of skills desired by businesses for employability.
6. Awareness of current equipment and computer programs used in the accounting field.
7. A broadened perspective of the field from the reports.

This project is not an end-all solution to teachers becoming well-informed about current and future trends in businesses. The information is not first hand, nor do teachers usually have the equipment, materials, and environment to incorporate all the real-world practices into their classrooms. But, while the business education teacher is becoming more informed, the students are also motivated by a new and different, individualized learning activity.

MICHIGAN'S "OPPORTUNITY CARD" CONCEPT

Governor James J. Blanchard, in his second inaugural address, announced new directions for 1988: a comprehensive Michigan Human Investment System, facilitated by the Michigan Opportunity Card.

The Human Investment System would deal with "a maze of programs and resources, each with differing intake policies, assessment practices, eligibility requirements, and outcome criteria." The objective of the system is: coherently organized services delivering comprehensive training and assessment services to individuals regardless of their current level of education.

The Opportunity Card is the key to an assessment of current skill levels, a plan for skill upgrades, an inventory of community programs which provide training and development, job placement assistance, and basic skills education in reading, writing, mathematics, and technical literacy.

How will a cardholder use the Opportunity Card? The plan at present makes the Opportunity Card similar in function to a credit card. The cardholder would have an Opportunity Account accessed by the card. Initially, the account would allow free services in the form of resource information. When the cardholder determines that training is needed, he or she would complete an eligibility assessment. The opportunity account would be credited with funds from the Human Investment Fund to "buy" initial training and support services. This credit could be used by the cardholder at any certified education or training institution, and payments would be made with the card.

Expectations are that by January 1, 1990, assessment tests will be available. Assessment is expected to be part of all secondary school programs. Delivery is likely to be provided by a variety of avenues. What institutions will be certified has not yet been determined. However, business education at all levels should begin planning the part it can play in this program.

The director and chairman of the Governor's Council on Human Investment is Gary R. Bachula. Information about the Opportunity Card program can be obtained by telephoning Richard Jackson, contact person for Technology, Human Investment Fund, and Program Development at: (517) 334-6085.

BUSINESS PROFESSIONALS OF AMERICA

Judith K. Berry, VTES Consultant
Business and Office Education

Editor's Note: The Business and Office Education Club (BOEC) has been the name of our vocational organization for students for many years. This update identifies its new name: Business Professionals of America (BPA).

A vocational student organization is an integral part of a high quality business and office education program. All programs are encouraged to operate Business Professionals of America chapters as an intracurricular component.

The purposes of Business Professionals of America are as follows:

1. To encourage the development of occupational skills, knowledge, and abilities to a high level of proficiency.
2. To develop leadership ability through participation in educational, vocational, civic, recreational, and social activities.
3. To develop character and to prepare members for useful citizenship and foster patriotism.
4. To motivate students and vitalize the instructional program.
5. To develop and strengthen the confidence of your people in themselves and their work.
6. To unite in a common bond without regard to race, creed, or national origin, students with similar career objectives.
7. To assist students in refining their career objectives through realistic training.
8. To develop a sense of social acceptability and individual responsibility toward the home and community.
9. To encourage scholastic improvement and school loyalty.
10. To foster a deep respect for the dignity of all work.

Operational Structure for BPA

The local chapter is the foundation for the organization. Chapters are organized in the local high school or area vocational center based on the school's business and office education program. The business and office education teacher serves as the advisor for the local chapter. Local chapters elect student officers: President, Vice President, Secretary, Treasurer, Reporter, and Parliamentarian to lead the local chapter.

Business Professionals of America also has a regional structure within the State which provides geographical boundaries for leadership meetings and competitions. These eight regions make up the State association which serves as the organization that coordinates, communicates, and plans activities. At the state level, students are also elected to office (President, Secretary/Treasurer, Reporter, Parliamentarian, and eight Regional Vice Presidents) each year and their function is to plan and lead regional and State activities.

On the national level, Michigan Business Professionals of America is affiliated with the National Business Professionals of America. The National Business Professionals of America provides materials for the various state organizations and plans and conducts a national conference for members and advisors.

Business Professionals of America has two teacher/advisor committees that provide direction for the State organization. The State Advisory Committee (one teacher/advisor from each region) advises on the overall operation of the organization while the Competitive Events Committee deals strictly with regional and State competitions.

Technical Assistance

The State Board of Education has approved funding for a project at Western Michigan University to provide the leadership for the operation of the Michigan Business Professionals of America organization. Western Michigan University's responsibilities are to prepare and distribute materials, plan conferences, plan and conduct competitive events, communicate with chapters, provide advisor inservice, etc.

Ms. Patricia VanDrew is the BPA Project Director and can be contacted at: 108 West Hall, Western Michigan University, Kalamazoo, MI 49008. Mr. Charles Arensmeier, VTES Consultant, can also provide further information. VTES, P.O. Box 30009, Lansing, MI 48909.

Nominations Due

L. Maxine Jones needs MBEA Executive Board nominations by November 30. Gayle Prause needs MBEA Awards nominations by December 1.

Bring Business

Continued from page 1

dents a much-needed basic appreciation of the economy and their role in it as shapers and participants.

An example of this is the popular STOCK MARKET GAME made available through the Securities Industry Association and sponsored by the Michigan Economic Education Council, the *Detroit Free Press*, and Roney & Company. The second largest user group for this material is mathematics teachers, and they indicate that students enjoy converting decimals to fractions, and vice-versa, and quickly learn the importance of measuring percentage changes in prices. This could be done just as easily in a business department as in a mathematics department.

There is also renewed interest in Michigan in personal law courses. But unless the business teachers position themselves quickly, this could become a realm dominated by social studies departments around the state. Many of the objectives for this course were covered in business law classes in earlier years. Yet, because of "back to basics" tunnel-vision and the concern of colleges and universities over course content, law courses have been moved to social studies departments and renamed. For some reason, if the course isn't in a "traditional" department (whatever that means), the content is not appropriate.

Finally, as interest in economics gains strength, most of the offerings are through departments other than business. This goes equally for "traditional" economics courses and "consumer" economics courses. Both of these titles are misnomers, as a sound, complete economics course must include both an understanding of the whys and theories as well as the practical applications in order to have the student fully understand this vital subject that has so very few easy answers.

Business teachers have the background and training to handle both sides of this important subject area and, in some districts, play a strategic role in providing "basic" education. (See related article by R. Johnson.) But, too often, students receive little or incomplete economic education, if they receive any at all.

The business department has moved its focus to employability skills and left this area to other departments that may not have the interest or expertise that the business teacher may have. If understanding and comprehending the complex interplay of economic forces on the local, national, and world stage is not an important skill, then one would be hard pressed to think of any.

It is easy to regale and call for business departments to step into leadership roles; it is quite another to explain how this leadership can take place. If the district does have an economics requirement, it may be easier than if none exists. If a business department member has the background, a course can be brought into the department.

What would constitute the proper background for the business teacher? Quite frankly, because of the construction of business majors and minors in most institutions of higher learning, survey courses of economic theory may be as much as six semester hours in the basic required core. Other social science, general education, and business credits may be deemed to have enough economics content (and rightly so) to count towards qualification. With one or two additional courses for credit or through CEU programs offered by the Michigan Economic Education Council and any of its affiliated Centers for Economic Education, the content requirements may be met.

However, as teachers we know content alone is not enough. Again, the Michigan Economic Education Council and its network can be of help. There is a myriad of organizations that provide curriculum materials and support in conjunction with and independently of the Council. Junior Achievement is a prime example of the latter, having the added benefit of bringing entrepreneurial skills and funding for course materials to many of the districts and private schools in the state. Beyond that, compatible programs exist through the Federal Reserve Bank of Chicago (Detroit Branch), the Michigan Tax Information Council, and the National Federation of Independent Business. All of these materials are very usable for a wide number of topics and approaches to implementing economic learning. They include audio-visuals, simulations, and even comic books.

Of course, one should not overlook one of the strongest aspects of the Michigan Council: its alliance with the National Joint Council on Economic Education. The national network of the Joint Council, its affiliated state councils and their affiliated centers, and DEEP (Developmental Economic Education Program) schools, has developed a large number of programs which can be infused into existing curricula or used as the foundation for new courses. Print materials such as the JCEE's *Master Curriculum Guides for Consumer Economics*, and *Business* courses; audio-visual materials such as *Give and Take*, and *Understanding Taxes;* and software such as *Income/Outcomes* are available at reasonable costs to all schools and at reduced or no cost to most DEEP schools.

DEEP schools also receive full curriculum analysis at no cost and complete training for a key member of the district to act as the economic coordinator. Many curriculum needs assessments done in Michigan districts during the first three years of the DEEP program have shown that most economic concepts are indeed already being taught in the business departments to a greater extent than in other departments. This can add further ammunition for an additional course to meet requirements or for addition of a course requirement for graduation in the business department.

Currently 39 public districts and two private schools are formally part of the DEEP network. Additional funds recently made available through the Ameritech Foundation provide for an additional 60 districts or private schools to enter within the next four years. ***(And the Michigan Economic Education Council is already starting to***

Continued on page 6

GRADUATION REQUIREMENTS: VOCATIONAL AND GENERAL EDUCATION EQUIVALENCES in the Lansing School District

Rudy Johnson
Staff Development Coordinator
DEEP Coordinator

The Lansing School District believes that students should have options in meeting graduation requirements and should not have to take courses which might be repetitive or which might emphasize the same basic skills and content. The District also feels that options are necessary in order to allow students to pursue a variety of interests and programs in the elective courses/progams.

Our school day provides for six instructional periods. Many vocational programs are either two- or three-hour blocks. If a student pursues vocational training, he/she has very little opportunity to experience the electives. Vocational education students should not be penalized for choosing the vocational curriculum; therefore we have developed equivalences in the vocational and general education programs, allowing the students more flexibility, options, and choices in meeting the requirements for high school graduation.

The Lansing School District has a one-credit (1 semester) economics graduation requirement. This credit may be earned through various options:

1. Economics — one semester — through Social Studies
2. Consumer Education — one semester — through Home Economics
3. Math for Daily Living — one semester — through Mathematics
4. Applied Economics — one semester — through Business

In addition to the nonvocational courses, the District provides vocational students with program options for meeting economics, English, mathematics, humanities, and science graduation requirements. Students who successfully complete certain vocational courses may have the option of using those credits to meet certain requirements. For example, consider the one-credit economics graduation requirement.

In addition to the courses mentioned earlier, the Distributive Education vocational program qualifies as an option. If a student successfully completes a full year (2 semesters, 3 hours per day) Distributive Education course, he/she would have also satisfied the economics requirement.

The Lansing School District has a two-credit (2 semesters) math graduation requirement. Students have numerous options which may substitute for one of the two required credits in math as long as they have been enrolled in at least two semesters of ninth grade math and have passed the District's ninth grade math competency test. To satisfy one of the two credits required for graduation, students may take a full year (two semesters, 3 hours per day) in any of the following vocational programs:

1. Accounting/Computing
2. Distributive Education
3. Secretarial/Related Courses

Requirements may also be satisfied by a number of other vocational programs.

Credit for English is available in a similar fashion to meet two of the eight required credits for graduation through vocational programs in data processing, secretarial/related services, word processing, and several other vocational programs. Students must enroll in the basic English program at ninth, tenth, and eleventh grade levels for the other six credits.

A full year in a vocational program may only be used for one content area graduation requirement. If, for example, a student elects to use Secretarial/Related Courses for math credit, the student will not be able to use the same program for English credit.

For more information, contact Rudy Johnson by writing Lansing School District, 519 W. Kalamazoo, Lansing, MI 48933, or by telephoning (517) 374-4118.

** MBEA PROFILE **

TOM BENTON
Marketing Education Consultant

Tom Benton has been named the new Marketing Education Specialist in the Vocational Technical Education Service. Benton started on the job June 1.

Benton taught 11 years at Lapeer County Vo-Tech Center as a sales and marketing instructor and served for two years as a Job Placement Coordinator for the Lapeer County ISD. Benton was named a MarkEd Resource Center (formerly IDECC) Model Program Instructor, advised the student DECA Club, and worked on many state curriculum projects.

Benton completed his undergraduate work at MSU in Marketing, Business Education, and Marketing Education, and his graduate work in Curriculum and Instruction. He is married to Cathy, who owns Burke's Flowers in Lapeer, and they have one daughter, Libby.

Benton's immediate goals at VTES are to implement status studies in Marketing Education and Co-op; provide technical assistance through on-site visits; and to implement a study/course of action on Entrepreneur Education. Benton's phone is (517) 335-0381.

Entrepreneurship

Continued from page 1

self-confidence, resourcefulness, and risk-taking. Those traits are also the ones needed by employees of a small business venture.

Entrepreneurship education also provides us the opportunity to promote greater cooperation between schools and the private sector. Local businesses and industries, other educators, and government groups will support your efforts as a community development priority.

Focus of Secondary Vocational Education:

The focus of secondary vocational education is in two areas: First, students in school who are considering small business ownership as a career option and would be considered future entrepreneurs; and second, students who are potential entrepreneurs and are ready to become self-employed.

The scope of instruction would include basic academic skills, occupational skills from a vocational education program, small business management concepts and practices, the development of personal characteristics, and the encouragement of entrepreneurial traits.

It is apparent that entrepreneurial education is best delivered through infusion into existing courses and programs as well as specified offerings.

The 1988-89 Agenda:

Vocational Technical Education Services is working to integrate entrepreneurial education into vocational programs. The following steps are underway or planned:

1. Adopt entrepreneurial education model for Michigan.
2. Utilize advisory groups for input:
   - Task group of Governor's Entrepreneurial and Small Business Commission and DECA's Advisory Board as State Task Force
   - Michigan vocational curriculum leaders to recommend steps/procedures for infusion
3. Develop entrepreneurial directory of existing programs.
4. Conduct entrepreneurial education workshops.
5. Offer specialized courses through marketing education open to all students with an interest in entrepreneurship, especially those students from skill area programs who desire to learn more advanced skills.
6. Develop comprehensive entrepreneurial education plan.

Conclusion

Vocational education has traditionally prepared students for jobs, but we have not realized its potential to prepare students for self-employment. We must realize that entrepreneurial education is making students think and prepare for long-term alternatives — working to become successful entrepreneurs or working and showing respect for a successful entrepreneur.

Michigan Career Education and Vocational Education Resource Center

Judith K. Berry, VTES Consultant
Business and Office Education

The Michigan Career Education and Vocational Education Resource Center serves as a clearinghouse for secondary and post-secondary teachers, administrators, counselors, and others interested in career and vocational information throughout Michigan.

During this summer, I have had the opportunity to update the Business and Office Education books and reference materials. There are current textbooks for all areas of business education that you may want to borrow. Also, available for $15.00 is the "Database of Competencies for Business Curriculum Development, K-14."

Thanks to the NBEA, this curriculum guide is the first attempt to codify the entire business education curriculum from kindergarten through level 14. These competencies are identified as standards by the NBEA Model Curriculum Task Force (K-14) and the American Assembly of Collegiate Schools of Business (AACSB). Teachers should develop their subject matter skills according to objectives in this guide.

Therefore, the two curriculum guides to help teachers develop classroom instruction are:

1. "Database of Competencies for Business Curriculum Development, K-14" from NBEA now available through the Michigan Resource Center for $15.00
2. An updated "Clustering: Guide to Implementation in Vocational Business and Office Education" will be available November 1, 1988

The current Accounting and Computing Data Processing and Steno/Clerical Curriculum Guides have been replaced with the above two curriculum guides.

To purchase these guides, please call the Resource Center at (517) 353-4397 or toll-free in Michigan (800) 292-1606.

Bring Business

Continued from page 5

search for these next 60, with some applications already in the Council office).

Educators generally like to say we teach students to live in and understand the world in which the students will have to function. Yet a preponderance of the decisions the students have to make involve business transactions as producers, consumers, and investors. The business department can be the part of the school where all skills are put to practical use in a relevant way, taking hold of an important segment of the basic economic education curriculum, or it can be that hallway that rings with the clickety-clack of keyboards, and little else.

Tim Schilling has been the Program Director for the Michigan Economic Education Council prior to becoming the Executive Director. Comments or questions about this subject or economic education in general can be directed to him at the Council office, 204-B Sill Hall, Eastern Michigan University, Ypsilanti, MI 48197. The telephone number of MEEC is (313) 487-2071.

MBEA BOARD PROFILE

MARY F. ROBEK
MBEA PRESIDENT-ELECT

Dr. Mary F. Robek, President-Elect, has served MBEA as Vice President for Membership for three years. She has also served as Michigan Director for Membership for the North-Central Business Education Association.

Dr. Robek is professor of business education and office technology at Eastern Michigan University. She teaches courses in methods of teaching office education, word/information processing, records management, and office automation. She holds the distinctions of CRM (Certified Records Manager) and COAP (Certified Office Automation Professional). She is active in professional associations, such as the Association of Records Managers and Administrators, the Institute of Certified Records Managers, and the Society of American Archivists.

Dr. Robek has her B.Ed. from the University of Wisconsin-Whitewater. She has her M.A. from Northwestern, and both an M.B.A. and Ph.D. from the University of Michigan. She has served on the U.of M. School of Education Alumni Board.

Dr. Robek serves as sponsor of the Beta Phi Chapter of Pi Omega Pi and the Gamma Alpha Chapter of Delta Pi Epsilon at Eastern.

Management Tip for the Computer Classroom

Kaye Gajor, Livonia, MI

The following classroom management tip originated in Loretta Beland's computer classroom at Brighton High School. Upon checking with her, I learned that she read about a similar idea in a professional publication and adapted it to her own classroom needs.

At each student's computer workstation, place three differently colored cups. Have each colored cup represent a specific student-to-teacher message. The messages could be: (1) everything is O.K. — perhaps use a blue one, (2) a question needs to be answered — perhaps use a red one, and (3) something needs to be checked or the assignment is complete — perhaps use a yellow one.

When the students need your attention for any of these situations, have them place the appropriate cup on top of the computer in a visible spot. You might also want them to sign a "help" list to insure that everyone in the class gets equal attention. Classroom noise and confusion will be reduced; and by the time you get to the students with a problem, they may possibly have already solved it.

One added suggestion as to the selection of cups, remember to choose plastic cups rather than styrofoam ones because styrofoam can be easily destroyed by nervous hands.

P.S. I learned about Loretta's tip when it was passed along by Dr. Pat Seraydarian at a business education summer conference.

MBEA Convention Update

Mary F. Robek
MBEA President-Elect

The keynote speaker for the MBEA convention to be held in Grand Rapids, April 6-8, 1989, is Dr. Willard R. Daggett, State Director, New York Department of Education. Dr. Daggett will speak on "New Directions for Vocational Education at the Secondary Level." Dr. Scot Ober, National President of Delta Pi Epsilon, will speak at the Friday luncheon. Dr. Sue Rigby, President of the National Business Education Association, will extend greetings for the Association. Anita Weier, President of the North-Central Business Education Association, will also address the group. Judith Berry, Consultant for Business Education and Tom Benton, Consultant for Marketing Education, State Department of Vocational Education, will speak on "Future Trends in Vocational Education."

Jean Meines, Local Chairperson, has announced that hands-on workshops will be held Thursday afternoon and on Friday. Tours to local businesses will also be held Thursday afternoon. A group dinner is being planned for Thursday evening. A wine and cheese party will be held on Friday, followed by a social event.

The convention theme is EDUCATION FOR BUSINESS — BASICS AND EMERGING TECHNOLOGY. The suggestions for speakers and volunteers for chairpersons and local committee are appreciated. Since the convention falls within the spring break of many Grand Rapids teachers, volunteers to serve on the local committee are still needed. Please give your name to Jean Meines, South Christian High School, Local Chairperson, or to Mary Robek, MBEA President-Elect.

New Youth Employment Rules Now in Effect

Tom Benton, VTES Consultant
Marketing Education

New youth employment standards are now in effect. The rules, written pursuant to Public Act 90 of 1978, ensure the safe, legal employment of minors. The new rules make the state provisions more consistent with federal law, according to Marsha Bowers of the Bureau of Employment Standards.

The rules pertain to hazardous occupations in general employment and identify occupations or activities determined to be hazardous.

The following occupations have been declared hazardous, and a minor shall not be employed in any of these:

- construction work
- explosive materials
- hazardous substances
- use of respiratory equipment
- operation of power-driven machinery for woodworking, metal forming, bakery, paper products, saws, meat processing, earth-moving equipment, hoisting apparatus, manlifts, cranes
- tractors exceeding 20 PTO horsepower
- operating a motor vehicle
- clay construction products
- tanning
- logging and sawmill operations
- mining
- slaughtering and meat packing
- extinguishing fires

A minor under the age of 16 may not be employed in the following additional occupations:

- work in a confined space
- working with elevated equipment
- welding
- heat treating or soldering
- ore reduction
- operating power-driven lawn mowers
- use of ladders or their substitutes

The rules also contain the procedures for employers to use for applying for deviations from the hazardous occupation standards and the hours established by the act.

For additional information, you should contact the Bureau of Employment Standards, Michigan Department of Labor, 7150 Harris Drive, Box 30015, Lansing, MI 48909. A mailing of the rules to all school superintendents will also be done by the Department of Education.

MBEA Today
Ann M. Remp, Editor
9100 Willis Road
Willis, MI 48191

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Business Education's Link

Continued from page 2

MATEB Chairperson Fran Kuthe Westfall is reproduced in this issue.

This endorsement from teacher education institutions represents not only the recognition of the need for this link but also a demonstration of the close relationship between MATEB and MBEA.

Crucial Issues Committee

This committee consists of MBEA Board members and other MBEA members at secondary, post-secondary (public and private), and teacher education institutions. The scope of activities to be assumed in its relationship to VTES is indicated by the following agenda:

1. Advise VTES consultants on major policy changes.
2. Develop a timeline for review and response to changes in major documents.
3. Track the status of keyboarding and certification requirements for teachers as keyboarding moves to the elementary level; specifically review general education guidelines for their impact on business education.
4. Address problems of business programs which have lost parts of their basic curriculum to other academic departments.
5. Review changes to the Administrative Guide for Vocational-Technical Education.
6. Review reimbursable equipment lists.
7. Review general and vocational business certification guidelines.
8. Track the direction of student organizations.
9. Provide input to the State Plan as it is developed.

Membership Input

Members of MBEA should direct concerns to the Crucial Issues Committee through Chairperson L. Maxine Jones, MBEA's Immediate Past President. Membership in MBEA by all business educators in Michigan is critical for MBEA to represent all concerns. Please encourage your non-member colleagues — teachers, curriculum directors, administrators — to become active MBEA members.

MATEB Endorses MBEA

SIENA HEIGHTS COLLEGE

August 29, 1988

Dr. Lola Jackson, Director
Vocational-Technical Education Service
Michigan Department of Education
P.O. Box 30009
Lansing, Michigan 48909

Dear Dr. Jackson:

The Michigan Association of Teacher Educators for Business (MATEB) is a professional association comprised of business teacher educators at all Michigan colleges and universities offering an undergraduate program in business education:

Central Michigan University
Eastern Michigan University
Ferris State University
Michigan State University
Northern Michigan University
Siena Heights College
Wayne State University
Western Michigan University

One of the items of discussion at the MATEB summer meeting in Lansing, Michigan, on June 17, 1988, was the perceived lack of consultation with representatives of the business education profession by the Vocational-Technical Education Service of the Michigan Department of Education. As the largest subject-matter area of VTES, we feel business education should be consulted with extensively and that VTES actions should be communicated more broadly to the profession.

In order to facilitate this broader consultation and communication, MATEB voted at its June 17 meeting to confirm the Michigan Business Education Association as the official voice of business education for the state of Michigan. With its 1200 members throughout the state, MBEA provides the widest possible representation of the profession. We urge VTES to include representatives of MBEA in its consultative processes and to disseminate VTES news directly to MBEA, which will then disseminate it to the profession.

The 1988-89 MBEA president is Dr. Helene Zimmerman, Department of Administrative Services, Central Michigan University, Mt. Pleasant, MI 48859 (office phone: 517-774-3969).

Sincerely,

Fran Kuthe Westfall

Fran Kuthe Westfall, Chairperson, 1988
Michigan Association for Business Teacher Education (MATEB)

c: Dr. Helene Zimmerman, MBEA President
MATEB Member Institutions

1247 EAST SIENA HEIGHTS DRIVE ADRIAN, MICHIGAN 49221-1796 (517) 263-0731

Volume LIV Number 3
January 1989 Newsletter

mbea today

The Official Magazine of the
Michigan Business Education Association

What's Inside

State Convention Preview
Introducing Willard R. Daggett
Keyboarding for Gifted and Talented
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Profiles for VTES's Jan Pyle and CMU's Frank Andera
Encounters with the Future: Trends in Education

Dates to Remember

January 14-28, 1989...Regional Competitions, Business Professionals of America

January 16, 1989...Martin Luther King Day

January 21, 1989...DPE Interchapter Meeting, Lansing, MI

February 12-18, 1989...DECA Week

March 10-12, 1989...17th Annual State Leadership Conference, Business Professionals of America, Detroit, MI

March 23-25, 1989...National Business Education Association Convention, Chicago, IL

April 6-8, 1989...MBEA State Convention, Grand Rapids, MI

Keyboarding And Computers At The Middle School

Louise Conway, Judy Brankel, Marcie Hornyak, and Alvina Harvey
Keyboarding Software Committee
Farmington Public Schools

Each of the four Middle Schools in the Farmington District now has a 16-unit Computer Lab consisting of 16 Apple IIGS computers and an appropriate number of printers. All 7th-grade students are required to take a 10-week computer class which provides them with the opportunity of becoming familiar with keyboarding skills, word processing, database, and spreadsheet.

The course outline and time line provide the following:

1. Keyboarding — 3 or 4 weeks
2. Word Processing — 4 weeks
3. Database — 3 weeks
4. Spreadsheet — If time permits

Conversations with some teachers revealed that they tailor the program to their current group of students. Some spend approximately 6½ weeks on keyboarding while others only spend 2 or 3 weeks on keyboarding. A variety of programs are used to teach the keyboarding portion of the course. After the keyboarding section is presented, they then go on to use the word processing, database, and spreadsheet material and disks included with the adopted text. Activities are also included in the book.

Some teachers expressed a concern that they were not using the correct procedures and techniques in presenting the keyboarding section of the course. Some even asked for any information the Keyboarding Committee might have on better materials (software, etc.) and ways of presenting the keyboard for the first time. They stated that most students could keyboard between 10 and 15 words per minute at the end of the keyboarding section.

The Keyboarding Committee and other district business education teachers do have some suggestions for software and keyboard presentation. This information, extracted from our May 24, 1988, committee report, follows.

Continued on page 4

Enhance International Business Through Improved Communications

Robert O. Joy, Ed.D.
Central Michigan University

• You are conducting a serious business negotiation in the South Pacific when, suddenly, a Samoan member of the other team gets up and hits you in the mouth.

• You and your colleague are talking to a businesswoman in China, and before the conversation ends, the lady begins acting as if she is your friend's lover instead of only being his business acquaintance.

• You decide to market your new line of high quality Nova watches in Latin America. You plan and conduct an outstanding marketing campaign, but your effort fails. Even though your ideas are serious, some of the Latin business persons you approach about this venture seem amused.

• While at a restaurant in Europe, you order a drink for yourself and your local business associate by holding up two fingers to indicate the desired number. When three drinks arrive, your guest seems embarrassed when you indicate that you believe the waiter has made a mistake.

What is happening? No logical person would want these negative things to occur. Most Americans try to conduct their

Continued on page 8

Michigan Business Education Association Board Members — 1988-1989

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Judith K. Berry
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(517) 335-0368

From the desk of JUDI BERRY

Many of us know Pat Matson who does an outstanding job of teaching in the Business Services and Technology Cluster at the St. Clair County Skill Center and who takes time out of her busy schedule to provide professional development workshops around Michigan for Teachers who are interested in starting a cluster program whenever we call upon her. Pat is seriously ill.

Please drop her a note to let her know you are thinking about her at the St. Clair County Skill Center, 499 Range Road, P.O. Box 5001, Port Huron, MI 48061-5001.

First Ima Chambers Scholarship Recipient Announced

The Department of Administrative Services at Central Michigan University has announced the Winter semester, 1989, recipient of the Ima Chambers Scholarship. The $200 scholarship was awarded to Miss Julie Hirschenberger of Sault Ste. Marie, Michigan. Miss Hirschenberger is a business teacher education major who will be student teaching winter semester.

The scholarship was established in honor of Miss Ima Chambers, long-time faculty member of the Department of Administrative Services at Central Michigan University and past-president of MBEA. The scholarship was established through donations of Miss Chambers' friends and former students. Beginning with Winter semester, 1989, a $200 scholarship will be awarded each semester to a business teacher education major during his/her semester of student teaching.

Donations to the Ima Chambers Scholarship Fund can be made through the Development Office, Central Michigan University. The donations should be marked for the Department of Administrative Services and the Ima Chambers Scholarship Fund.

Morehead, Kentucky — Travel-Study Tour, Summer, 1989

A Travel-Study Tour to England, Wales, Scotland, and Southern Ireland, in conjunction with the 1989 ISBE/SIEC Conference in Glasgow, Scotland, is being offered by Morehead State University, Morehead, Kentucky. Under the direction of Dr. Ray D. Bernardi, the tour will include visits to industrial sites and educational institutions. Tour participants do not have to be ISBE members. University credit is available for those who want it.

The dates for the tour will be July 14 through August 12, 1989. The tour price will not include the cost of the ISBE/SIEC Conference in Glasgow. A $200 deposit should be sent to Dr. Bernardi by March 31, 1989, to guarantee a place on the tour. More information and a complete itinerary can be obtained by writing Dr. Ray D. Bernardi, UPO 937, Morehead State University, Morehead, KY 40351, or calling (606) 783-2183.

ISSN 0892-9831

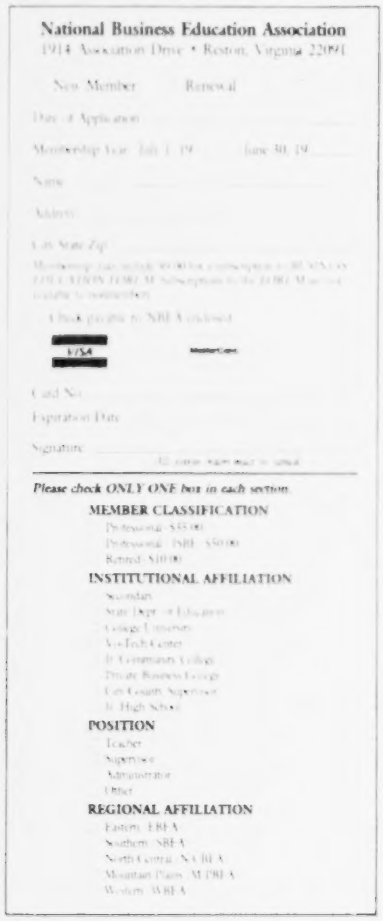
CHANGE OF ADDRESS: To ensure receiving all MBEA mailings, please notify Mary H. Pettaway, Golightly Vocational/Technical Center, c/o 19767 Cranbrook #211, Detroit, MI 48221.

REMOVAL OF NAME FROM MAILING LIST: From time to time, MBEA sells its mailing list to certain carefully screened organizations. If you prefer that your name be removed from the mailing list when it is sold, please notify Mary H. Pettaway at the above address.

ABOUT NBEA — Your National Business Education Association

The National Business Education Association is the nation's largest professional organization devoted exclusively to serving business education. Its members are business teachers, administrators, supervisors, teacher educators, and college and university students planning to become business teachers. Approximately two thirds of the Association's members teach in junior and senior high schools; others work in vo-tech centers, junior community colleges, colleges universities, private business colleges, state and local departments of education, the federal government, and private business.

Although the Association has undergone many changes during its long history, its central objectives have remained the same: to promote all phases of business education for both vocational and non-vocational



National Business Education Association
1914 Association Drive • Reston, Virginia 22091

New Member Renewal

Date of Application

Membership Year: July 1, 19 June 30, 19

Name

Address

City State Zip

Check payable to NBEA Enclosed

VISA

Card No.

Expiration Date

Signature

Please check ONLY ONE box in each section.

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Jr. High School

POSITION
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Supervisor
Administrator
Other

REGIONAL AFFILIATION
Eastern (EBEA)
Southern (SBEA)
South Central (SCBEA)
Mountain Plains (MPBEA)
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students and to serve as a unifying agency among regional and other groups dedicated to that goal.

Selected Highlights

CURRICULUM GUIDES: Available for purchase are two important products of NBEA Task Forces. The *Database of Competencies for Business Curriculum Development, K-14* outlines performance objectives for the entire business education curriculum. It is rich in traditional content and provides standards brought about by the use of the microcomputer in business education instruction. The *Business Teacher Education Curriculum Guide* identifies important competencies required of business teachers at all levels of instruction, including business instruction from elementary school level through collegiate schools of business. (See related information on availability of these curriculum guides in the MCE-VERC Update in this issue.)

GROUP INSURANCE AND FINANCIAL SERVICES: NBEA members are eligible for exceptional, low-cost group insurance plans for themselves and their families: life, professional liability, salary protection, accidental death and dismemberment, hospital indemnity, and others. NBEA makes available the Silver MasterCard, the MemberLoan program, and a tax-sheltered annuity program.

TESTING MATERIALS: Offered at low cost to the business education profession are the National Business Competency Tests to evaluate students preparing for business careers and the Students Typewriting Tests to analyze and grade both straight copy and production work.

NBEA NET: This exciting new computer-based telecommunication network provides subscribers a rapid low-cost system for accessing and exchanging information.

Membership Application Form

Photocopy and use the membership application accompanying this article to join NBEA. Order your curriculum guides through MCE-VERC at Michigan State University.

Attention Future Business Teachers NBEA/N-CBEA Is For You!

By Jean Boyle

Is there something lacking in your life? Do you feel like you are missing out on something important? The answer is "yes" if you are not a member of *your* national, professional organization, NBEA.

You may be wondering, what is NBEA and why should you become a member. As this year's North-Central Business Education Association (N-CBEA) Student Representative, those are questions I am prepared to answer. NBEA is the National Business Education Association, an organization comprised of business educators, administrators, and supervisors from all over the United States. Business Education students can and should become members also.

Benefits available to you as a result of NBEA membership include:

- *Business Education Forum*, a publication of pertinent topics in business education issued eight times a year.
- *NBEA Yearbook*, an annual publication limited to a single, current topic in business education.
- Resource materials such as "Tips for Creative Classroom Teaching," "Games in Business Education," and "Sharing Bulletin Board Ideas" available to NBEA members at a 20 percent discount.
- NBEA's annual convention to be held this year in Chicago at the Downtown Marriott, March 22-25.
- Automatic membership in N-CBEA, your regional business education association that includes eight states: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin.
- *N-CBEA Newsletter*, a publication designed to keep you up-to-date on business education happenings in the North-Central region.

Also, by becoming a member of NBEA/N-CBEA you can increase your opportunities for professional growth and at the same time support the organization that represents your interests as a future business teacher. NBEA/N-CBEA gives you the opportunity to exchange ideas and concerns with experienced professionals.

Students are offered a reduced membership rate — only $10 annually. At that price you can't pass up the opportunity to receive all these benefits. Your department chairperson has received NBEA membership information and applications. Why not stop by and pick up an application. You will receive all eight issues of this year's *Business Education Forum* regardless of when you join NBEA/N-CBEA.

If you would like more information about NBEA/N-CBEA or need a membership application, you can write to:

Jean Boyle
N-CBEA Student Representative
Department of Business Education
and Office Administration
UW-Whitewater
Whitewater, WI 53190

State Update

Judith K. Berry, Consultant
Business and Office Education

Instructional Programs

The **occupational program cluster** in Business and Office Education **has a new name: Business Services and Technology.** The cluster continues to use the same CIP which is 07.9999.

The "cluster" concept is a competency-based, vocational-technical program in which tasks with occupational similarity are grouped into a core. The student, after mastering the core tasks, moves into progressively more specific and/or advanced areas of instruction. A program cluster usually consists of two or more vocational education modules and interrelated learning experiences. These prepare the individual to enter into employment in a number of occupations which have sufficient commonalities in human requirements and kinds of work. The preparation permits entry into and a high degree of mobility between the occupations associated with the cluster. Clustering also occurs within occupations which have common technical knowledge and computational and communication skills. By assuring that a high degree of curriculum task commonality exists, students can be prepared for multiple entry-level occupations in related fields with minimum duplication in core curriculum.

New Program Applications

Applications for "new program" consideration were due to VTES on December 16, 1988. I am currently reviewing the applications and will make recommendations to the management team by February, 1989.

Curriculum RFP

In July and September, 1988, staff members of the Vocational-Technical Education Service met with representatives of the Michigan Occupational Education Association and its affiliate organizations to review a framework and to obtain suggestions to develop curricula for secondary vocational-technical education programs. The discussions centered around the need for vocational programs which would enable students to acquire job-specific skills, transferable skills, and skills for managing life. Strategies for integrating basic education skills through vocational applications were also discussed.

The VTES staff is presently developing a Request for Proposal for distribution early in 1989 which is consistent with these discussions and includes activities designed to provide competency and task-based curricula and supportive student assessment and evaluation measures. Current vocational-technical education curriculum and test development programs will be merged in this process to facilitate the operation of this effort.

State Aid Act

Through the efforts of many individuals and organizations, the graduation requirements of the State Aid Act, Section 17, have been modified to act as an incentive for vocational enrollments and local decision making. While the results were less than vocational educators would have liked, it will act as a basis for future modifications in the section.

Vocational Student Organizations RFQ

It is anticipated that the Vocational-Technical Education Service will be issuing a Request for Quote for the operation of Michigan's vocational student organizations. The grant will be effective July 1, 1989, for the coordination of student organization activities.

The composition of this grant will provide a unified system of management for the functions needed for the continued success and improvement of all of our vocational student organizations. Meetings have been held between the project consultants of the student organizations, and with representatives of MOEA and MCVA, Business and Industry, and VTES staff. Additional discussions are planned with Michigan Department of Education Staff and others who can help in formalizing the desired products and outcomes for this grant. The current student organization grants will continue to provide services through June, 1989.

Administrative Guide

The **1989 Administrative Guide for Vocational-Technical Education in Michigan** is currently being printed. The guide will be distributed initially at the Michigan Council of Vocational Administrators' (MCVA) meeting in February. A free copy will be available to CEPD Vocational-Technical Education Specialists, Directors of Vocational Education, Vocational Education Contact Persons, Area Center Administrators, and Vocational Teacher Educators.

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** MBEA Profile **
JAN PYLE

Jan Pyle is secretary and right-hand arm to three very busy consultants in Michigan's State Department of Education, Vocational-Technical Education Service (VTES). Judith Berry, Business and Office Education; Tom Benton, Marketing Education; and Janet Burns, Child Care and Food Services. You may remember Jan as secretary for the late Philip T. Bailey, Supervisor for the Secondary Unit in VTES, for some 14½ years past.

Jan first started in the Department of Education as secretary to Rosalie Kay, then in Business Education, and John Daenzer, who was the DECA consultant in 1971. In 1984, after the death of Phil Bailey, Jan worked as secretary for Barb Atkins in Home Economics, Mary Brown, then Coordinator of the PD&O Unit in VTES, and Carl Woloszyk, who held the position of Marketing and Co-op Consultant in VTES prior to Tom Benton's joining the VTES staff. Jan has served VTES in many projects and assignments and has worked with the Michigan Occupational Education Association members on many assignments and at most of the conferences as well.

She enjoys working with people and the latest technological changes in the computer world. She is a supporter and strong participant in her local community of St. Johns, including the development of the local First Nighters theatrical group. Presently, Jan and her husband Ken are in the process of restoring their 16-room historical home which was built in 1857. Throughout the year, they enjoy sharing their beautiful home with members of the Michigan Lions Allstate Band.

KEYBOARDING/Continued

Keyboarding vs. Typewriting

The Policies Commission for Business and Economic Education statement about keyboarding states that the focus of a keyboarding course is on input rather than output. At all school levels, the Commission's statement specifies touch operation and stroking skills as the primary objectives.

The word processor/microcomputer user has to know what a finished product should look like in order to use the function or control keys for formatting and to check the acceptability of the output (the finished product). **The important input is not mere keystroking but, instead, management of formatting.**

The claim of automatic formatting on

KEYBOARDING/Continued

word processing equipment and computers is made by those with a substantial typewriting background, persons who bring that background to bear on formatting at the word processing or computer keyboard. For the person without such a background, formatting is by no means automatic. Until planning concepts and procedures (formatting rules) are well learned, the products from these wonderful machines are often questionable. [See West, L. J. (1986, Spring). Some caution about keyboarding courses. *Delta Pi Epsilon Journal*, pp. 81-85.]

Keyboard Presentation

Given the growing incidence of computer use among young learners, touch operation versus the "hunt and peck" operation has become an issue. In short, the proper foundation for keyboarding (at whatever level taught — elementary, middle school, or high school) is the development of proper techniques of "touch" keyboarding.

Therefore, if a student is to extend or further perfect this keyboarding skill beyond what is learned in an "introductory exposure," that first exposure should lay the proper foundation upon which further skill can be built. This foundation includes:

1. Use of all eight fingers and one of the thumbs for spacing.

2. Correct pairing of fingers to keys.

3. Proper body, hand, finger position for efficient keyboard operation.

4. Proper direction of the fingers from their home-key positions.

5. Proper reading of letters and words and proper timing of finger motions to reproduce those letters and words on screen or on paper.

In short, it is imperative that the proper foundation for "touch" keyboarding be presented at the earliest exposure level by competently trained personnel. It is far easier and more productive to teach learners properly in the first exposure than it is to break bad habits the students are permitted to form using keyboards without proper instruction and techniques.

Introductory keyboarding instruction (defined as stroking skills) should not exceed the five to nine weeks needed to establish gross stroking speeds in the mid-20s. Keyboarding courses of longer than five to nine weeks should turn to realistic tasks as soon as stroking speeds in the mid-20s are achieved.

Equipment for Learning

Angles, distances, and copy type size are central to the learning condition. Furniture and equipment should be of such height

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Keyboarding For The Gifted And Talented

Gayle Prause, Kirtland Community College
MBEA K-12 Northern Lower Region Representative

Junior high students in Northern Lower Michigan who live in the COOR Intermediate School District have a special kind of summer school they can attend: The Summer Gifted and Talented Program, held on the campus of Kirtland Community College near Roscommon. After much discussion and planning between representatives of the four counties — Crawford, Oscoda, Ogemaw, and Roscommon — and officials from Kirtland Community College, the first session was held in 1985 and has continued every summer since then, with high interest on the students' behalf.

The concept originated with Mr. George Johnson from the COOR Intermediate School District. Seventh and eighth grade students are identified for the program from their academic achievement scores on the California Achievement Tests and SAT Scores in their respective schools. They must score in the 95th percentile in either reading, language, or mathematics. They may also become eligible by being a Midwest Talent Search participant. Those students who meet the eligibility crtiteria are given information about the program by their school counselors. There are no costs for the students to take these classes; the COOR ISD pays all class and transportation costs.

The summer 1988 program offered six enrichment courses from which students could choose. They were:

- Creative Workshop in Art
- Three Dimensional Form
- Photography: The Creative Process
- Keyboarding
- Adventures in Computing
- Investigations in Science

All classes had sufficient enrollment to be a "go" with the exception of the Three Dimensional Form class. The number of students in the five remaining classes ranged from 5 to 22, with total enrollment being 50 to 60 students. The classes do not include homework, nor are students "graded" for their class work. The instructors, however, prepared a course syllabus at the beginning of the summer. The COOR ISD paid their compensation and provided any materials they needed (e.g. disks for computers, paper for printers, and other supplies).

What happened in the keyboarding segment? Eleven students, about evenly divided between boys and girls, enrolled for five weeks of instruction — four days a week, from 9 a.m. to noon. Most of the keyboarding instruction was given on microcomputers, using WordPerfect software, but students also used typewriters for a few activities. They learned simple formats for letters and envelopes. They also learned basic editing skills, like margin settings. We had a typing tutor program, Typing Tutor III, the students could use as well.

They composed on the keyboard, writing letters home or giving directions to get to their house from the Kirtland campus. In this way, **they had to think as well as use the keyboard.**

At first, they noticed the difference between the keyboarding class and some of the other offerings in the program. Some of the other courses were more activity oriented; the keyboarding class was more like a regular class. However, as the course progressed, their reactions were very positive. Some, also enrolled in the computer literacy course, noticed how comfortable they felt with the keyboard. They felt they were a step ahead of some of the other students who used the keyboard by "hunt and peck" methods. This led to greater self-confidence.

At the conclusion of the summer session, students evaluated their experiences. Their reactions ranged from "I didn't like getting up early during summer vacation" to "I will have a big advantage in my typing/keyboarding class in high school next year."

The Summer Program concluded with an Open House. Students brought their families and friends on the last day. The instructors had their students demonstrate skills they had learned. The keyboarding students retrieved stored documents and did printouts. They displayed their finished products.

Students participating in the program thoroughly enjoyed their classes. They benefited by learning new skills they might not have been able to fit into their very full schedules. As a group, these students are out to learn as much as they can from every opportunity they have. The Keyboarding and Adventures in Computing classes especially give the students a head start when they take these classes later in high school for credit. Word-of-mouth advertising from satisfied students and parents has been the biggest factor for the program's continued success.

** MBEA Profile **
WILLARD R. DAGGETT, Ed. D.
MBEA Keynote Speaker

Dr. Daggett is director of the Division of Occupational Education Programs, New York State Education Department. In this capacity, he is responsible for coordination of the State's instructional programs of agriculture, business, health occupations, home economics, industrial arts, marketing, technical, and trade and industrial education.

Under his leadership, these instructional programs are undergoing a major restructuring. The changes are designed to make these programs responsive to the societal and industrial changes facing all individuals. The changes specifically address the rapidly increasing influx of technology to the workplace and the home, and the economic and demographic changes in America.

Dr. Daggett is active in several state and national organizations. He is presently serving as Chairperson of the National Curriculum Committees for both the Data Processing Management Association and Professional Secretaries International. He is also a member of Phi Delta Kappa's National Commission on Schooling in the 21st Century.

Dr. Daggett is the author of six textbooks, including *Technology for Tomorrow, Your Future: Plans and Choices, The Dynamics of Work,* and *Computer and Information Technologies.* He has contributed numerous articles and research papers to the publications of many professional organizations.

Daggett on Voc-Ed

By Cheryl Smith

Editor's Note: *The summary of Dr. Daggett's remarks, made in February, 1988, to a Michigan teacher audience, was prepared by Ms. Cheryl Smith, who is now a certified office education teacher, but was the Secretary for EMU's Pi Omega Pi chapter at the time she prepared these notes.*

"If you don't want your own kid in vocational education, we're doing something wrong." Dr. Daggett outlined five points vocational education must recognize if it is to be vital for the future.

1. "Technology — What's happening in technology? Fundamental structural changes in society! People stayed home in the agricultural society. The industrial society changed that. The location of work changed and moved from home to an outside source. Today 73 percent of the jobs in America are information-related jobs and we can just as easily have work go to the worker as the worker to work. Our system is built on going to work. Have we prepared our kids for the coming technology? We shouldn't teach them a history lesson that relates to us."

2. "Jobs — Where are the jobs? What's the purpose of vocational education? To prepare people for low, medium, or high wage jobs? A low-wage job in 1988 is $13,600 or less; high is over $45,700. In 1963, 78 percent of the jobs were in the middle. Of all new hires in the last three years, 66 percent are in low-wage jobs. Twenty-one to 23 percent were in the upper end and 11 to 13 percent were in the middle. We cannot compete in labor intensive markets. Our standard of living is too high. McDonald's is the largest employer in the country; then government, Burger King, and Sears. Twenty-two to 25 percent of jobs are in retail occupations."

3. "Business — What's happening within business? How is business organized? The pyramid style is dying. We automated middle-level jobs through technology." What used to be a large sector for middle management ("egg-shaped" in the 1970s) has disappeared, leaving "an hourglass" in the 1980s, with little middle management. "Secretaries are no longer data entry clerks, managers do that now. This will change the educational system."

4. "Expectations — There's change in the aspirations of students. In 1976, among 14- to 18-year-olds, guys put challenging career, personal income, family, and marriage as most-to-least important. In 1986, it's still challenging career, personal income, family, and marriage. In 1976, women ranked marriage, family, career, and personal income; in 1986, it's career, personal income, marriage, and family. What does the labor market promise them? Anything but that! They will blame education for unfulfilled expectations."

5. "Parents — The fifth point deals with us as parents. We believe in the great American dream. We want [our children] to have equal to or more than we grew up with. They found out in New York that the most important skills high school graduates should have are: keyboarding, data manipulation, problem solving and decision making, systems of technology, resource management, economics of work, human relations, applied math/science, and career planning. Where are these taught? No where!

"In New York, we changed vocational education very dramatically. We made a mandate that every graduate would master those skills and pass a state proficiency exam on them. Employers loved it! Parents loved it! But people in vocational education wouldn't give up anything. Eventually they gave some things up. The answer to our futures, our children's futures, and their children's futures is in our hands."

MICHIGAN BUSINESS EDUCATION ASSOCIATION
51st Annual State Convention
Grand Amway Plaza, Grand Rapids, MI
April 6-8, 1989

FROM BASICS TO EMERGING TECHNOLOGY
Preview of Tentative Convention Program

TOUR
- Amway Records Center Tour
- Steelcase Inc. Tour
- Charley's Crab Dinner Tour

WORKSHOPS
- Desktop Publishing — What's It All About?
- Electronic Publishing
- Accounting Software
- Simulations and Materials Available from MEEC
- Cortez Peters Methodology for Teaching Typewriting
- Introduction to Local Area Network and Office Automation

BASIC BUSINESS AND ECONOMICS
- Using Software in the Teaching of Basic Business
- Motivating Students with the Stock Market Game
- Consumer Credit: A Teaching Guide
- Support for and Expansion of Your Economic Curriculum Through DEEP
- Personal Finance in the Business Education Curriculum
- Financial Planning

KEYBOARDING/TYPEWRITING
- Information Systems Curriculum
- Keyboarding Software for the Middle School/Junior High School
- Typing Methodology
- Keyboarding in the Elementary School
- Word Perfect 5.0
- Production Typing
- Interactive Keyboarding

GENERAL
- Parliamentary Procedures Presented by Business Professionals of America
- Ethics
- Dressing for Success
- Expanding Career Options
- Communications
- Outstanding Student Business Educators
- Crucial Issues in Business Education

MARKETING EDUCATION
- New Model for Marketing Education
- Motivating Yourself to Motivate Your Business/Marketing Education Students

TECHNOLOGY
- Voice Input to Computers with Implications for Business Ed.
- The Workplace of the Future
- Emerging Technology: Where Does Business Education Fit In?
- Designing a Computer Laboratory/Classroom
- The Telephone-Mailbox Connection: Getting Started with Telecomputing
- Automatic Identification Systems/Barcoding
- Technology and Society
- Office Automation
- Telecommunications
- Technology Education
- PS/2 Network
- Research: Technology in the Professional Office Environment

VOCATIONAL
- Integrating Business Professionals of America into the Business Education Classroom
- New Directives for Vocational Education at the Secondary Level
- Future Trends in Vocational Education
- Clustering Business Education at the Comprehensive High School
- Business and Office Education Cluster
- Applying for New Program Funding

ACCOUNTING
- Methods of Teaching Accounting
- Accounting/Computing Block

SHORTHAND
- Methods of Teaching Shorthand
- Centennial Shorthand System
- Speedwriting and Notetaking
- ABC Stenoscript

Convention Notes

Mary F. Robek
MBEA President-Elect

Members of the local committee for the state convention, working under the direction of *Jean Miepes*, South Christian High School, have been working hard to prepare for our April convention.

Jean is still looking for more volunteers to work on the local arrangements committee. She can be contacted at South Christian High School. I am also looking for session facilitators, and if you can help, contact me at Eastern Michigan University.

The next issue of *MBEA Today* will carry the final program and registration materials.

business in a friendly manner. Could it be that the persons involved in the examples simply don't like us? The answer to this is, most likely, no. **They are reacting to the attempts at communications in context with their own cultures.** Do we need to learn about the cultural differences between the United States and the countries in which we try to do business? The answer to this, based on what has taken place in these four illustrations, appears to be yes!

Understanding the cultural differences of any nation where we choose to do business will require a great deal of effort. Many of these cultures are very complex and are very different than our own. Such a task is necessary, though, according to Barry J. Bannister in his June, 1985, research. He states that an attitude of arrogance has existed for some time among western managers — including those from the United States — directed at their international colleagues, especially in Asia.

Bannister believes that if we are to successfully compete with other nations for our fair share of the market, this concept must change. He notes that, "The overtones of racial and cultural superiority implicit in this attitude constitute the single most important barrier to intercultural communication not only in management education but also in international relations generally."[1] To be good members of the international community, then, we should learn to honor and respect our own cultures and, also, develop an appreciation, tolerance, and respect for others' cultures.

Avoiding Social and Business Blunders

Though the task of developing intercultural competence is, as stated, very complex, here are a few illustrations of interest that will assist in getting started.

The Introductory Blunders

The four negative situations used as examples in the Introduction could have been avoided if the local cultures had been understood.

Tone of Voice. Raising one's voice while talking to a Samoan, which is probably what happened in the first example, would be the same as saying that you want to fight. On the other hand, it is interesting to note that this same culture dictates that the voice be lowered while asking for a favor.[2]

Eye Contact. A man talking to a woman in China could avoid giving the wrong impression, as in the second example, by not keeping extended eye contact with a lady. Only a man and woman in love would usually keep such close eye contact. This could be the reason the Chinese woman in the illustration believed that more than a business relationship existed.[3]

Nova Watches. The business venture with Nova watches failed because not enough research and planning were done pertaining to the name of the new product. "Nova" in the Latin languages sounds like a word that means something like, "The thing that doesn't work." Naturally, no one wants to buy a product that, by its very name, doesn't work.[4]

Counting with the Fingers. The final example involves the use of fingers in counting. Many Americans use this technique while visiting other countries because we do not speak the language as well as we should. This can lead to misunderstanding in some countries in Europe. They start counting with the thumb while we begin with the index finger. If we hold up two fingers beginning with the index finger, **we** mean that we want two of the items involved. Because of the difference in culture, however, the **other person** believes that we want three of the items because he or she includes the thumb in the count.[5]

Other Blunders Worth Avoiding

The following cultural practices in other countries could lead to barriers to good communication if we are not aware of them.

Money. In Japan, it is considered rude to pass money directly from one person to another. For this reason, for example, when change is given for a purchase in a store, it is placed on a small tray by the salesperson. The customer takes the change from the tray, thus, avoiding directly passing the currency from one individual to another.

Food. "The Englishman starts eating as soon as his food arrives, the Dutchman waits for everyone to be served, and the Korean doesn't touch his meal until the oldest person at the table begins to eat."[6] In Samoa, it is considered rude to walk along a street, for example, while eating food. One sits down and eats. Also, in this culture, it is considered rude to refuse to eat if food is offered. By the same token, more food is usually given than can be consumed — how much depends on your social status — and you are permitted to take what you cannot eat at the meal with you when you leave.

The Feet. "In much of the world, from southeast Asia to Africa, it's rude to expose the sole of your foot or shoe or sit with your toe pointed toward anyone."[7] In Japan, a person removes his or her shoes before entering a house. This custom is also practiced by Hawaii's permanent residents and by informed visitors as well.

The Coat. "Check your coat when you attend the opera, theater, or ballet in Italy, Austria, Germany, or the Soviet Union. The usher probably won't let you in until you've done so. It must also be checked before entering a restaurant in the Soviet Union." When visiting a Japanese or Korean home, "unless weather is especially bad, remove your coat before arriving at the door." Coats are considered protection against dirt as well as cold and, therefore, unclean.[8]

Greetings. When you are in France, Austria, Germany, and Switzerland, "greet your salesperson with a 'hello' before getting down to business. In West Africa, it's rude even to ask directions until you've said 'bon jour.' To be on safe grounds, get used to opening conversations overseas with a greeting."[9] An interesting custom related to greetings was observed by the author some years ago while traveling in the South Pacific. Individuals there will greet you with a friendly "goodbye" as they meet and pass you on the street.

Sacred Objects and Symbols. Westerners are sometimes unknowingly guilty of social blunders related to religion. "In Buddhist countries, all images of the Buddha should be treated with respect." Even touching the statue of Buddha can be considered sacrilegious. Some individuals have climbed on top of such a statue to have their picture taken. They soon find that this is a major social blunder that can, in some cases, even result in a fine or imprisonment.[10]

No one person, of course, will be able to learn all there is to know about a culture not his or her own. Bowman and Okuda believe that the important thing to be gained by showing an interest in others' cultures is that it creates a climate of understanding and respect.

People of good will can manage to reach agreements and to develop friendship in spite of difficulties encountered in the communication process. The willingness to accept differences, to suspend cultural prejudices and to persevere in the face of misunderstandings can overcome even great differences in perceptions and expectations.[11]

Mattson puts this concept quite nicely when she says that all of us, no matter how hard we try, will commit some social blunders related to differences in cultures. The important thing to remember is that if we create an environment of mutual understanding and respect through our attitude and actions, our blunders are "usually met with understanding and forgiveness."[12]

A Successful Communications Style

We can overcome many of the difficulties encountered in the communication process related to differences in culture if we are careful in our writing style. The best strategy in foreign correspondence is to use simple, precise, and concise language.[13] Joel P. Bowman has some interesting observations about the use of exaggeration and metaphors that do an excellent job illustrating this concept.

Continued on page 11

Encounters With The Future:
Excerpts from Educational Trends

Dr. Marvin Cetron
Founder and President
Forecasting International
MEG Conference
December 1, 1988; Dearborn, MI

Editor's Note: The following material is from the 1988 MEG Conference (Michigan Bell End-User Computing Group) "Information Booklet."

1. **Expanding education and training throughout society.**
   - All Democratic candidates, and the front-running Republican candidates, advocate greater Federal spending for education.
   - Needed: an annual $5 billion increase in federal spending for programs such as Head Start preschool program, federal aid for disadvantaged children, Job Corps and Job Training Partnership Act.
   - Rapidly changing job market along with the changing requirements of new technologies will necessitate increased training across the board.
   - Because of fundamental changes in the economy, there will be fewer and fewer well-paying jobs not requiring advanced training.
   - Close to six million jobs will open up in the next decade in the highly skilled occupations — executive, professional, and technical.
   - Up to four percent of the labor force will be in job retraining programs by the 1990's to upgrade skills and knowledge to keep pace with changing technologies and changing demands of the work place.
   - Schools will train both children and adults around the clock: The academic day will be lengthened to seven hours for children; adults will be working a 32-hour workweek and preparing for their next job in the remaining hours.
   - State, local, and private agencies could play a greater role in training by offering internships, apprenticeships, pre-employment training, and adult education.
   - Growth in professional alliances between high school and college faculty.
2. **New technologies will greatly facilitate this process.**
   - Job simulation stations — modules that combine computers, videodiscs, and instrumentation to duplicate job-work environments will be used in training.
   - Telecommunications course-work with another school district, state, or county open up new vistas in education.
   - Education becomes more individualized as new media (interactive computer/videodisc) permit students to learn according to their needs and abilities.
   - Personal computers with ultra-high resolution screens, 3-D graphics, high-level interactivity and artificial intelligence will enhance gaming and simulations used in education and training.
3. **Greater role of business in training and education.**
   - More businesses will be involved in schools, job-training programs, and community source programs.
   - The investment by corporations in employee education and retraining, now some $80 billion a year, will double by 2001.
   - The Job Training Partnership Act ($4.5B/year) allows greater communication between those who need jobs and those who need workers by calling on private business to help direct the training of unemployed workers.
   - Most new jobs are generated by small businesses which cannot afford to pay for training. One half of all funding for formal training comes from 200-300 large companies in business and industry.

Continued on page 10

STATE UPDATE/Continued

Additional copies may be obtained after February 1, 1989, at cost plus a fee for mailing, from the Michigan Vocational Education Resource Center (1-800-292-1606).

Co-op Status Study

Co-op guidelines have been revised with input from the Executive Board of the Michigan Vocational Coordinators Association (MVCA). These guidelines will be interim until September, 1989, when a Status Study of Co-op will be completed. The interim guidelines will be mailed to CEPA Coordinators, Vocational Directors, Contact Persons, and Area Center Administrators.

In addition to working on the Status Study, VTES staff and MVCA members are currently developing standards for cooperative education. Two committees are being organized to assist: a task force of educators and business/industry representatives to advise on the Status Study, and a task force group of co-op coordinators to write performance indicators for the co-op standards.

Reauthorization

The Federal Authorization which provides funding for many vocational activities in Michigan expires in 1989. Therefore, there will be a great deal of discussion concerning what activities will be deleted, continued, or added. Hearings will be conducted by the House of Representatives this spring. Michigan has three key legislators who will shape the new legislation. They are Representatives Ford, Henry, and Kildee. A document containing a listing of key issues for consideration will be distributed. This document, developed by the National Association of State Directors of Vocational Education, includes a suggested new definition of vocational education.

"Operation Graduation" School Dropout Prevention Program

The Legislature appropriated $2.5 million for the Michigan Department of Education for the 1988-89 school year to conduct a school dropout prevention program based upon the successful pilot dubbed "Operation Graduation." The purpose of the program is to encourage pupils aged 12 to 18 years and identified as potential dropouts to remain in school and graduate. A minimum of 30 school districts in Michigan will receive grants to serve approximately 3,000 eligible participants. Although the Operation Graduation program is administered in VTES, participants do not have to be enrolled in vocational education courses or programs.

Michigan Opportunity Card

Implementation of the Michigan Opportunity Card is moving forward. As one of the first services associated with implementation of the card, an Automated Resource Directory of local education, job training, and related services is being established. The Data Collection Guidelines for the resource directory were jointly issued in October, 1988, by the Departments of Labor, Education, Social Service, the Governor's Office for Job Training, and the Michigan Employment Security Commission. In those guidelines, core groups comprised of representatives from key local agencies were asked to coordinate local data collection for conformance with guidelines.

KEYBOARDING/Continued

and arrangement that the correct angles for the keyboard operation and reading ease are accommodated.

Reading, whether from a screen or from the printed page, is done most efficiently and with minimum eye strain when the line of vision from the eye to the copy is at an angle approaching 90 degrees. Keyboard operation is most efficient and least stressful when the backs of the hands and forearms are parallel to the upward slant of the computer or typewriter keyboard.

If software is to be the principal means of delivering instruction, choice of equipment for which educationally sound software is available is mandatory. Games can be an enjoyable and helpful part of skill building, but they are inappropriate for initial instruction. They should follow the learning, and not be used as a substitute for initial instruction. They should not focus on speed rather than technique, forcing a hunt-and-peck method of operation.

Materials for Learning

It is axiomatic that how one practices and what one practices are more important than how much one practices. Materials for learning (textbooks, disks, etc.) should possess certain features at the elementary or middle school level.

1. Materials should be written at an appropriate reading grade level (about fourth grade).

2. Materials should be divided into lessons or activities of appropriate length (about 20 minutes per practice session).

3. Techniques should be illustrated graphically (drawings or photographs as well as words) and emphasized frequently.

4. Each new key learning activity should be accompanied by a keyboard drawing calling attention to the new key location and by a reach-technique illustration.

5. Copy that is to be keyed or typed should progress quickly from isolated letter practice to letter combinations, words, phrases, and sentences.

6. Copy that is to be keyed should be marked in ways that make frequent feedback (by software or by the teacher) easy to provide.

7. Order of new-key presentation should be based on sound criteria including ease of operation and frequency of use in combination with other keys.

8. Frequent review reinforcement (no new learning) should be provided.

9. Goals of practice should be identified clearly and the structure of copy should increase student chances of reaching those goals.

10. Emphasis should be first on technique, next on speed, and finally on accuracy of copy.

11. Provision should be made for frequent measurement of skill.

12. Skill-building lessons should precede and follow the presentation of figure keys to help maintain techniques and speed of keystroking on alphabetic copy. [See Robinson, J.W. (1985, Spring). Elementary keyboarding: Some factors to consider. *Century 21 Reporter*.]

Options for Teaching Middle School Keyboarding

Since few middle school teachers have had any preparation in the methods of teaching keyboarding, the implementation of keyboarding instruction can be approached in a variety of ways. In some parts of the country, secondary and postsecondary business teachers teach the students. Utilizing the service of an outside keyboarding expert in this way is one option, that is, a qualified typewriting teacher can rotate from school to school. **This is the best choice for all concerned.**

Another approach is to instruct middle school teachers in methodologies of teaching keyboarding, that is, an inservice workshop is an option.

Materials are available from the Oakland County Schools (**A Guide to Teaching Keyboarding in the Elementary School**), and the State of California has piloted two such programs. Information about the California Keyboarding Project is available through Betty L. Boyce, Project Director, Business Education Center, California State Polytechnic University, Pomona, CA (714) 869-2388.

It is essential to provide keyboarding instruction to students before they begin using computers or typewriters for writing activities. There are a variety of ways to provide this instruction. In California there is a statewide effort for business educators to take a leadership role in helping elementary and middle school teachers learn how to teach Keyboarding and to understand why it is essential. **With articulation starting at elementary schools and continuing through both the middle and high schools, students entering business programs can start a step above today's beginning typewriting classes.** When keyboarding instruction becomes part of the elementary or middle school curriculum, students entering secondary and postsecondary business programs will come to these programs with excellent keyboarding skills already in place. [See Boyce, B.L. (1988, May). Taking a leadership role in elementary keyboarding. *Business Education Forum*, p. 16.]

ENCOUNTERS/Continued

4. **Education costs will continue to rise.**
   - Heavy pressure to control costs will emerge.
   - Two-year colleges and associate degrees will grow.
   - Loans rather than grants will constitute the main source of student financial aid.
5. **Educational institutions will be more concerned with ways to assess outcomes and effectiveness of educational programs.**
   - Faculty will support efforts to assess their classroom performance and effectiveness.
   - Academic departments will support assessment of their academic programs' results and effectiveness.
   - Greater emphasis will be placed by the public and legislatures on the outcomes of public education.
6. **Improved pedagogy — the science of learning — will revolutionize learning.**
   - Institutions will increasingly apply the growing knowledge about individual cognition to educational situations.
   - The learning environment will not be as important in the future — individuals will learn more on their own, the "places" of learning will be more dispersed, and the age at which things are learned will depend on the individual, not tradition.
   - Computer-supported approaches to learning will improve both techniques and allow a greater amount of material to be learned.
   - The ultimate consequence may be one-sixth reduction in learning time overall.
   - Despite the new technologies and new approaches to learning, many students will suffer from learning deficiencies.
   - Alternative testing approaches will be widely used for learning feedback.
7. **Reduction in the size of higher education institutions.**

   Private commercial ventures will establish themselves as the proprietors of large electronic databases, eventually replacing the university library.
   - Students will adopt the scholarship mode of learning, learning by consulting books, journals, etc., as professors and Ph.D. candidates do today.
   - College and university instructors will find employment at secondary schools, in business-based education programs, and producing educational electronic software.
   - More and more businesses will conduct research.

MICHIGAN VOCATIONAL EDUCATION RESOURCE CENTER
133 ERICKSON • MICHIGAN STATE UNIVERSITY • EAST LANSING, MICHIGAN 48824-1034 • PHONE 517/353-4397

Memorandum:

Date: November 23, 1988

To: MOEA Participants Requesting "Discovering The Future: A Business of Paradigms"

From: John MacKenzie, MVERC Coordinator

Subject: Requesting "Discovering The Future"

The Michigan Vocational Education Resource Center has not received the film "Discovering The Future: A Business of Paradigms" from the Michigan Department of Education, Vocational-Technical Education Services. If you need the film in the immediate future we suggest the following options:

1. The film is available from the following three places:

   -David Soule at Oakland Schools at 313/858-2121
   -Genessee Regional Education Media Center at 313/767-4310
   -Traverse Bay Area Vocational Center at 616/922-6200

2. The film/videotape can be ordered for preview or purchase from the following source:

   Filmmedia Inc.
   10740 Lyndale Ave South
   Minneapolis, MN 55420
   1-800-328-3789

3. Wait for your loan copy from the Michigan Vocational Education Resource Center. It takes 3 weeks to lend a film, 1 week out, 1 week to use, 1 week to return. Our waiting list has 6 people on it at this time.

If you have any questions concerning this issue please contact John MacKenzie at 1-800-292-1606 for additional information.

ENHANCE/Continued

"Consider, for example, the Japanese who was told that the next town was 'a stone's throw down the road,' only to discover after walking five or six miles that this 'stone's throw' happened to be 30 or 40 miles. Or think about the Japanese who was cautioned about the heat in parts of the U.S., where the temperatures 'rise into the hundreds Fahrenheit.'

"When a new American businessperson is 'hanging out a shingle,' a Japanese might wonder whether holding the nails would be of any help. Or if a real estate firm 'puts some buildings on the block,' the Japanese might wonder where they were before."[13]

Edward T. Thompson, Editor-in-Chief of *Reader's Digest*, gives seven steps that, if followed, will result in a message that can be understood by everyone. Some of his ideas are:

1. Outline what you want to say.

2. Start where your readers are — don't write to a level higher than your readers' knowledge of it.

3. Avoid jargon — don't use words, expressions, or phrases known only to people with specific knowledge or interests.[15]

Summary

To be good members of the international community, business persons should learn to honor and respect their own cultures and, also, develop an appreciation, tolerance, and respect for other cultures. This will help them become successful in avoiding those cultural blunders that make it difficult for Americans to be successful in international business ventures. An additional strategy that will further improve one's ability to communicate through foreign correspondence is to use simple, precise, and concise language.

Notes

1. Barry J. Bannister, "Communication and Design of Management Curricula: An Intercultural Perspective," *The Bulletin of the Association for Business Communication*, 2 (June, 1985), p. 45.

2. Allan D. Patterson, "Culture Study of Western Samoa," Pesega, Apia, Western Samoa: Church Schools-Western Samoa, 1970, p. 13.

3. Patterson, p. 13; Joel P. Bowman and Tsugihiro Okuda, "Japanese-American Communication: Mysteries, Enigmas, and Possibilities," *The Bulletin of the Association for Business Communication*, 4 (December, 1985), p. 19.

4. Presentation given by Jensen J. Zhao, Graduate Assistant in the Administrative Services Department, School of Business Administration, Central Michigan University, Mt. Pleasant, Michigan, and past teacher in The Peoples Republic of China, in the graduate Administrative Business Communications Class, Midland, Michigan, October 5, 1988.

5. Robert O. Joy, "Multicultural, International Communication Skills — an Important Strategy in the Future Success of America's Business," Administrative Services department, School of Business Administration, Central Michigan University, Mt. Pleasant, Michigan, April, 1987, p. 4.

6. Marie Mattson, "Want to Offset Social Blunders Abroad? Greetings Often Help," *The Detroit News*, February 28, 1988, p. 4M.

7. Mattson.

8. Mattson.

9. Mattson.

10. Mattson.

11. Bowman and Okuda, p. 21.

12. Mattson.

13. Zhao.

14. Bowman and Okuda, p. 20.

15. Edward T. Thompson, "How to write clearly," New York: *Power of the Printed Word — The International Paper Company*, undated, pp. 1-2.

MBEA Today
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** CMU Faculty Profile **
DR. FRANK ANDERA

Dr. Frank Andera is the newest member of the Administrative Services faculty, having joined the faculty in August, 1988, as an associate professor. He earned his doctorate at the University of Montana and completed his master's and undergraduate degrees in South Dakota. Andera has taught at the junior high, high school, and university levels. He taught at the University of Wisconsin-Eau Claire and, most recently, at Montana State University.

Dr. Andera is an active researcher, having published in the *Business Education Forum*, *ABC Bulletin*, *Balance Sheet*, and *DPE Journal*. He has presented research papers at numerous national meetings and conducts professional development seminars. Some of the topics of these seminars are effective business communications, time management, motivation, listening, and managing conflict and change.

Dr. Andera enjoys driving his recently restored '47 Chevy, as well as the traditional Michigan pursuits of hunting and fishing. His wife, Mary Jo, and two sons have joined him in Mt. Pleasant.

Articles for MBEA Today
Send your articles on business education issues, innovations, or methods to:

Ann M. Remp, Editor
MBEA Today
9100 Willis Road
Willis, MI 48191

Teachers Invited To Write For The Ohio Business Teacher

THE OHIO BUSINESS TEACHERS ASSOCIATION

TO: Publications Colleagues in NCBEA States

FROM: Bob Eley, OBTA Editor of Publications RWE

SUBJ: Authoring Opportunities

DATE: October 16, 1988

As many of you know, Ohio publishes an annual, refereed journal for business education, THE OHIO BUSINESS TEACHER. An Editorial Board governs acceptance of articles for publication in the journal to assure that only quality manuscripts, well-written and presented in the format for which articles are solicited, are published.

In an effort to expand the number of authors and to further enhance the quality of articles published, we are pleased to encourage the submission of articles from out-of-state authors. As always, we encourage any business educator to submit an article, but we especially want to encourage secondary level teachers to consider authorship of a business education related article for THE OHIO BUSINESS TEACHER.

To achieve the goal outlined above, we need your help and support. Would you kindly consider placing the following notice in the next issue of your publication?

> Manuscripts for THE OHIO BUSINESS TEACHER, a professional, refereed journal for business education are accepted through December 1 of any year for publication in April of the year following. Manuscripts may vary in length, but should approximate 2,500 words. Secondary school teachers as well as higher education business educators are encouraged to submit manuscripts on issues in business education, teaching and learning methods, research, curriculum, and administration of business education.
>
> Complete manuscript submission requirements may be requested from: Dr. Robert K. Eley, Editor, THE OHIO BUSINESS TEACHER, Zook Hall 130-C, Akron, OH 44325.

Thank you for helping us to encourage a broader exchange of business education related ideas, information, and research.

Volume LIV Number 4
February 1989 Newsletter

mbea today

The Official Magazine of the
Michigan Business Education Association

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EDITORIAL

It's Time For Political Action

By Ann M. Remp

Business educators in Michigan have NO POLITICAL VOICE in the Department of Education to represent the basic business curriculum; neither do we have direct access to VTES to speak for our vocational interests. VTES speaks to educators through MOEA (Michigan Occupational Education Association), NOT directly to the organizations themselves. MBEA cannot simply declare itself to represent business education in the State and have that statement change the "political facts of life." And educa-

Continued on page 9

Dates to Remember

March 1, 1989... New Michigan Teacher Certification Fees Take Effect

March 10-12, 1989... BPA 17th Annual State Leadership Conference, Detroit

March 15, 1989... EMU Winter Vocational Conference, Ann Arbor (Contact Dept. of Business/Industrial Education 313-487-4330.)

March 22-25, 1989... NBEA Convention, Chicago, IL

April 6-8, 1989... MBEA 51st Annual Convention, Grand Rapids

April 25-30, 1989... DECA National Conference, Orlando, FL

April 27-30, 1989... BPA Leadership Conference, Dallas, TX

May 6, 1989... Kappa-Alpha Lambda DPE Joint Meeting, Lansing

May 10, 11, 12... DECA State Conference, Hyatt Regency, Dearborn

DBTC Spring Dinner... Detroit Business Teachers Club (Contact DBTC President Chatman or MBEA Representative B. Jean Hester)

LETTERS TO THE EDITOR

MOEA? Again a Question of Affiliation

RECOGNITION, COMMUNICATION

At the Delta Pi Epsilon meeting on January 21, you requested input regarding whether MBEA should affiliate with MOEA.

After much discussion and reflecting on the pros and cons, our position remains the same — become an MOEA affiliate. **Since MBEA is not recognized at the State Department level, we are missing a vital link — communications.**

What happens in vocational education affects the non-vocational business program and vice versa. In order to survive with the changing high school curriculum, we need to work together as a team — affiliating with MOEA will give us a vehicle towards this end. Politically, we cannot remain silent and believe we will be heard.

Continued on page 2

STILL QUESTIONS TO ANSWER

The Executive Board of MBEA voted in January to let the membership decide on whether or not to affiliate with the Michigan Occupational Education Association (MOEA), with one abstaining vote. Let me raise the questions I raised three years ago in *MBEA Today* (March, 1986), for they are still questions that must be answered.

"Who will provide the leadership for business teachers to be active in MOEA — to serve on the board, to plan programs, to develop the Michigan legislative issues as they affect business teachers? Could this be done through the present MBEA? Can business teachers serve both organizations or will they have to choose the group they will actively support? **Or will they belong to**

Continued on page 2

Legislative Luncheon: MOPVS Responds

Michigan Organization of Private Schools

Jan Waring, MBEA Representative Private Business Schools

On October 25, 28 private business schools participated in a MOPVS legislative luncheon at the Southfield Hilton. The purpose of the meeting was to meet legislators, receive declarations from the Governor's office and the House of Representatives, and to honor the successful graduates from private career schools. Twelve state senators and representatives agreed to attend the luncheon.

Preceeding the luncheon, MOPVS members heard a report from MOPVS lobbyist, Bob Smith, and legislative comments from State Senator John Kelly (First District/Detroit).

In November, private business schools and other trade schools responded to Wayne County Commissioner Alberta Tinsley Williams' attack on vocational/trade schools. Positive letters of support from schools, employers, students, and past graduates were sent to Ms. Williams. Representative Saunders and Ms. Williams held a public hearing on November 11. Approximately 100 people attended this hearing, most of the comments and testimony were pro vocational schools.

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RECOGNITION/Continued

We feel that MBEA can still maintain its status among business educators while growing in strength through teaming up with another organization. By not allowing ourselves the chance to make it work, we are guaranteeing defeat, i.e., nothing ventured, nothing gained.

Judith A. Jaukkuri and E. Loretta Beland
Business Instructors
Brighton High School

Editor's Note: *Although MBEA has been endorsed as the voice of business education in Michigan by MATEB, there has been no response within VTES to acknowledge that role. MBEA is not consulted, although business educators who are members of MOEA through other affiliate organizations are sometimes asked for their input.*

STILL QUESTIONS/Continued

both? Are we a large and strong enough organization to have business teachers actively representing us all in both groups?

"Are you a 'vocational' business teacher who would feel comfortable as another one of the 19 occupations serviced by MOEA, or are you a business teacher whose classes are considered general education, as well as vocational education? **Should business education be represented in the general education division of the office of the State Superintendent of Schools?**

"What will the MOEA lobbyist be able to do for MBEA as an organization or for individual business teachers? Does MBEA have issues and will it be able to present them forcefully enough to have them take his or her first priority?

"How will MBEA affiliation with MOEA affect the organizational structure of MBEA?

"I believe these questions have to be asked and answered by the membership of MBEA before a serious vote can be taken." I still believe these questions must be asked and answered, and that other options to gain a voice in Lansing need to be explored.

As I stated in my open letter in March, 1986, if you can't attend the general membership meeting on April 7, 1989, will you

Continued on page 10

ISSN 0892-9831

CHANGE OF ADDRESS: To ensure receiving all MBEA mailings, please notify Mary H. Pettaway, Golightly Vocational/Technical Center, c/o 19767 Cranbrook #211, Detroit, MI 48221.

REMOVAL OF NAME FROM MAILING LIST: From time to time, MBEA sells its mailing list to certain carefully screened organizations. If you prefer that your name be removed from the mailing list when it is sold, please notify Mary H. Pettaway at the above address.

GREAT BRITAIN STUDY TRIP

A special Business and Economic Education Study Trip to England, Wales, and Scotland will be conducted this summer by Dr. Robert A. Ristau, Eastern Michigan University and Tim Schilling, Executive Director of the Michigan Economic Education Council. The tour group will depart for London on July 17 and return on August 1. A subgroup will attend the 61st International SIEC Conference to be held in Glasgow. Two graduate credits and possible CEU's will be available to participants.

Plans are being made to visit London's prestigious financial institutions. Participants will also tour Glasgow, visit Stratford-upon-Avon, stay in quaint Chester, England, and much much more. For more information, contact Dr. Ristau at 14 Sill Hall or Mr. Schilling at 204B Sill Hall at EMU, Ypsilanti, MI 48197, or phone (313) 487-4330 or (313) 487-2071.

Make the 1989 MBEA Convention A Family Affair

Your **family** will **delight in the many adventures** within the Grand Plaza Hotel and in and around Grand Rapids.

From the Grand Stair to the Crown Foyer to the well-appointed guest rooms, the Amway Grand Plaza is truly a delight. Guests may be housed in the magnificent East section featuring traditional furnishings or the West section with its view of the city and designer-appointed contemporary settings.

The Grand Plaza Fitness Center features complete facilities for body conditioning including racquet courts and year-round pool for your enjoyment.

The shopper in your family is sure to delight in the many "Shops of Distinction" located within Grand Rapids.

There are restaurants to fit every budget and palate — from the award-winning 1913 Room to the informal Cornucopia at the Plaza. For imaginative cuisine, exceptional service, and stunning decor visit CYGNUS; the Lumber Baron Bar will suit your quiet, romantic mood; stop in at Tootsie Van Kelly's for a rousing good time; or visit one of the several other "eating places" in the Amway.

Grand Rapids... for a family and professional weekend

Among the numerous attractions waiting to be explored on a family professional/pleasure weekend are:

Gerald R. Ford Museum — Traces the life and times of our 38th president.

John Ball Zoo — Featuring 650 animals from many parts of the world.

Grand Rapids Art Museum — Includes a furniture design wing featuring Renaissance through contemporary period furniture and multisensory children's gallery space.

Heritage Hill — Nationally recognized historic district containing 60 different architectural styles.

Grand Rapids is **accessible**...**accommodating**...**affordable**. Make this convention **"a family affair."**

Nominating Committee Announces CANDIDATES FOR MBEA OFFICES

L. Maxine Jones, Chairperson
MBEA Nominating Committee

The following slate of officers for terms beginning July 1, 1989 will be presented to the MBEA membership at the Annual General Membership Business Meeting. This meeting will be held in conjunction with the Annual Convention, April 6-8, 1989:

PRESIDENT ELECT
Carol A. Johnson
Northern Michigan University
Marquette, Michigan

VICE PRESIDENT FOR BUDGET AND FINANCE
Darryl W. Peterson
Hillman High School
Hillman, Michigan

VICE PRESIDENT FOR PROFESSIONAL SERVICES
Jeanne A. Mallak
Northwood Institute
Midland, Michigan

Additional nominees may be presented when at least fifty (50) active members present their signed petition to the Vice President for Membership for verification not less than ten (10) calendar days before the election. The names of these additional nominees will be added to the official ballot.

MBEA members serving on the Nominating Committee are as follows:

TerriRhnee Pippin Grannis
Jenison High School

Nancy Hogg
Davenport College

Brian Jentoft
L'Anse High School

Cynthia Layton
Southwestern High School, Detroit

Jeanne Mallak
Northwood Institute, Midland

Karen Norman
Baker College, Flint

Dosye Thompson
Ypsilanti High School

Special thanks are extended to **TerriRhnee Grannis, Cynthia Layton** and **Karen Norman** who will complete a three-year term on the committee as of June 30, 1989.

MOTIVATING STUDENTS: EMU Winter Vocational Conference

The Departments of Business and Industrial Education and Human, Environmental and Consumer Resources, in cooperation with the Vocational-Technical Education Service, Michigan Department of Education, will conduct its annual Winter Vocational Education Conference on Wednesday, March 15 at the Marriott Hotel, Ann Arbor (I-23 and Plymouth Road). This year's Conference "Motivating Vocational Students To Learn," will feature Dr. Sheryl Abrams as the keynote speaker. The Conference registration fee of $16.00 includes dinner. Further information and registration forms can be obtained by contacting the Department of Business and Industrial Education at (313) 487-4330.

1989 MBEA CONVENTION
WORKSHOP DESCRIPTIONS

Thursday, April 6, 1989 (Davenport)

☐ **Desktop Publishing — What's It All About?** 2-5 p.m.
The terminology of DTP, the applications of DTP, a hands-on DTP learning experience.

Dr. Patricia Seraydarian, Professor-at-Large
Sponsored by Houghton-Mifflin

☐ **Applications in Microcomputer Accounting** 2-5 p.m.
The use of microcomputer accounting software to include general ledger, work sheets, income statements, and balance sheets; spreadsheet applications; and tutorial software.

Tom McGraw, District Manager
Gregg Division, McGraw-Hill Publishing Company

Thursday, April 6, 1989 (Hotel)

☐ **Introduction to Local Area Networking and Office Automation** 2-5 p.m.
Overview of local area networking technologies, software, and communications for the modern office.

Anthony J. Ryner, Vice President
Techno-Logic Concepts, Inc., Livonia

☐ **Innovative Methods and Materials for Use by Business Educators in Emphasizing Economic Concepts** 2-5 p.m.
Audio-visuals, software, print materials, and simulations will be demonstrated. Suggested use will be discussed, and questions on materials will be answered.

Dr. Tom Buchl, Professor, Northern Michigan University
Dr. Robert Ristau, Professor, Eastern Michigan University
Mr. Tim Schilling, Executive Director
Michigan Economic Education Council

☐ **Consumer Credit: A Teaching Guide** 2-5 p.m.
How credit works. What it costs. The 1989 Teaching Guide addresses credit cards, credit ratings, comparison shopping, credit problems, and credit laws. Cost of the guide ($6) is included in the registration fee.

Rosella Bannister, Director, and
Pat Dulmes, Program Associate
Michigan Consumer Education Center, EMU

☐ **Tips and Techniques for Bringing Gregg Shorthand into the 21st Century** 2-5 p.m.
The outlook for Gregg shorthand is bright and has a place in your curriculum. The Centennial edition of Gregg shorthand, which will be presented, fits in with a new innovative approach to teaching shorthand. Up-to-date methodology to plan for success of your students, evaluation procedures, and recruitment techniques will be outlined.

Dr. Elizabeth Rodenz, Shorthand Editor
Gregg Division, McGraw-Hill Publishing Company

Friday, April 7, 1989 (Davenport)

☐ **Microcomputer Applications in Accounting** 10 a.m.-12 p.m.
Spreadsheet activities, business simulations, job simulations, and accounting software.

Cathe Doherty, Editor, Boston
Houghton-Mifflin

☐ **Word Perfect 5.0** 10 a.m.-12 p.m.

Nita Hewitt Rutkowsky, Pierce College (Puyallup, Washington)
Sponsored by SRA

☐ **Desktop Publishing** 2-5 p.m.
Hands-on desktop publishing using First Publisher. Explore placement of text and graphics. Create newsletter.

Marilyn Popyk, Henry Ford Community College

☐ **Integrated Applications with WALL STREET and MICROTOOLS** 2-5 p.m.
Advanced Applications Programs (MICROTOOLS and WALL STREET) — integrated package; calendaring; airline reservations; state-of-the-art in messages on screen; simulates phone calls coming in; and public databases.

Al Roane, Marketing Manager
South-Western Publishing Co.

☐ **Cortez W. Peters Jr., Keyboarding Methodology** 2-5 p.m.
Twenty-first century approach to teaching keyboarding skills. Experience diagnosing keyboarding problems and prescribing corrective practice procedures.

Marilyn Haley, Cortez W. Peters, Jr., Surrogate Teacher
Warren Consolidated School District

Friday, April 7, 1989 (Hotel)

☐ **Clustering Business Education at the Comprehensive High School** 10 a.m.-12 p.m.
This workshop is presented as a sharing of visions, attitudes, experiences, management tools, and auxiliary compromises which contribute to successful clustering in a comprehensive high school.

Claudia Fernandis, Chairperson and Business Cluster Instructor/Coordinator, Mount Clemens Community School District

☐ **The Business and Office Education Cluster** 2-4 p.m.
Individualized competency-based instruction within the business cluster involving three business fields: accounting, data processing, and secretarial/word processing. Integrated components — enterprise — $"Learn and Earn"$

Pat Maison, Accounting Instructor
Frank E. Brough, Data Processing Instructor
St. Clair County Intermediate School District Skill Center

MBEA ANNUAL CONVENTION REGISTRATION FORM

Tear at perforation.
Photocopy as needed.
USE ONE REGISTRATION FORM
FOR EACH ATTENDEE.

Make checks payable to:
MBEA

Register by:
MARCH 16, 1989

Mail convention registration form to:

Mrs. TerriRhnee Grannis
MBEA Secretary
338 Willow
Howard City, MI 49329

ATTENTION
STUDENT MEMBERS OF MBEA:

You **MUST** complete a registration form for the convention even though you are not charged a conference registration fee. You must pay for any luncheons you plan to attend. You must complete the tour/workshop registration form and pay applicable fees for any workshops or tours you plan to attend.

MBEA CONVENTION REGISTRATION

April 6-8, 1989

Amway Grand Plaza Hotel
Grand Rapids, Michigan

Convention registration and attendance are available only to MBEA members. If you are **not** a 1988-89 member of MBEA, your registration fee of $40 includes the $15 membership dues for 1988-89. Students not currently members of MBEA must pay the $5 student membership fee.

Name _____ **Phone** (_____) _____

School (or business) _____

Street Address _____

City _____ **State** _____ **Zip** _____

Pre-registration (check appropriate category)

_____	**MBEA member** Please indicate type of membership. ____ Professional ____ Retired ____ Institutional	**$25.00** _____
_____	**MBEA student member** (free convention registration)	**$0.00** _____
_____	**MBEA membership fee and registration** (professional, institutional)	**$40.00** _____
_____	**MBEA retired membership fee and registration**	**$30.00** _____
_____	**MBEA student membership fee** (free convention registration)	**$5.00** _____

Luncheons

_____	**Friday luncheon (MBEA awards)** (chicken)	**$16.00** _____
_____	**Saturday luncheon (Student awards)** (turkey)	**$15.00** _____
	TOTAL REMITTED:	_____

SAVE BY PRE-REGISTERING! On-site (Amway Grand Plaza Hotel) registration fee will be $5 higher than the pre-registration fee listed above.

Please mail this form with your check made payable to MBEA **no later than March 16, 1989** to:

Mrs. TerriRhnee Grannis
MBEA Secretary
338 Willow
Howard City, MI 49329

WORKSHOP AND TOUR REGISTRATION

Tear at perforation.
Photocopy additional copies as needed.
USE ONE REGISTRATION FORM FOR EACH ATTENDEE.

PLEASE COMPLETE CONVENTION PRE-REGISTRATION FORM (and mail to MBEA Secretary) **BEFORE REGISTERING FOR WORKSHOPS AND TOURS.** Workshops and tours are limited to MBEA members registered for the convention. Admittance will be by registration badge only. Registrants who fail to arrive 10 minutes before the scheduled departure time may forfeit their registration and space if other convention registrants wish to participate in the workshop or tour.

Indicate your choice(s) for the workshops and tours on the reverse side of this form. Since attendance at some workshops and tours is limited, **space will be assigned according to the date your registration is received.** You will be notified if the workshop or tour you selected is full or if insufficient pre-registration warrants cancelling the tour or workshop. A description of each tour and workshop appears elsewhere in this issue.

Name _____ **School Phone** (_____)_____

Address _____ **Home Phone** (_____)_____

City, State, Zip _____

TOTAL REMITTED (from other side): _____

Make checks payable to:
MBEA TOURS

Register by:
MARCH 16, 1989

Mail TOUR REGISTRATION form and check to:

Miss Jean Meines
5640 Leisure South Drive, S.E.
Kentwood, MI 49508

Please note: Refunds will be made only if the tour is filled or cancelled. Payment must accompany tour registration. Tickets will be held at the convention registration desk with your convention materials.

TOUR AND WORKSHOP REGISTRATION

Check tours and workshops on this side of form. Complete the reverse side of form and mail with your check. See page 4 for descriptions and locations of workshops. See page 9 for tour descriptions.

TOUR REGISTRATION

Thursday, April 6

	Cost	Time*
_____ Amway Corporation Record Center Tour	$5.00	2-4 p.m.
_____ Steelcase, Inc.	$5.00	1-5 p.m.
_____ Charley's Crab Dinner Tour	Entree Cost	6:45 p.m.
_____ Alaskan King Salmon	$19.50	
_____ Lake Superior Whitefish	$17.00	
_____ New York Strip Steak	$20.00	

WORKSHOP REGISTRATION

Thursday, April 6

_____ Applications in Microcomputer Accounting	$2.50	2-5 p.m.
_____ Desktop Publishing — What's It All About?	$2.50	2-5 p.m.
_____ Consumer Credit: A Teaching Guide (Cost of Guide included in registration fee.)	$6.00	2-5 p.m.
_____ Innovative Methods and Materials for Use by Business Educators in Emphasizing Economic Concepts	none	2-5 p.m.
_____ Introduction to Local Area Networking and Office Automation	none	2-5 p.m.
_____ Tips and Techniques for Bringing Gregg Shorthand into the 21st Century	none	2-5 p.m.

Friday, April 7, 1989

_____ Microcomputer Applications in Accounting	$2.50	10 a.m.-12
_____ Word Perfect 5.0	$2.50	10 a.m.-12
_____ Clustering Business Education at the Comprehensive High School	none	10 a.m.-12
_____ The Business and Office Education Cluster	none	2-4 p.m.
_____ Cortez W. Peters, Jr., Keyboarding Methodology	$2.50	2-5 p.m.
_____ Desktop Publishing	$2.50	2-5 p.m.
_____ Integrated Applications with WALL STREET and MICROTOOLS	$2.50	2-5 p.m.

*Time represents departure from the hotel and arrival at the hotel when tour is completed.

ALL TOURS AND WORKSHOPS HELD AT DAVENPORT LEAVE FROM THE HOTEL REGISTRATION AREA OF THE AMWAY GRAND PLAZA HOTEL.

MBEA Convention TOUR DESCRIPTIONS

Thursday, April 6, 1989

The tours planned for the convention should prove to be educational and interesting. You must register for tours and, where noted, pay a small transportation charge. The registration form is provided at the centerfold of this issue. Please note the space available conditions and register early!

Amway Corporation Record Center
2:00-4:00 p.m.

Rainer Naus, CRM, Host. Tour of Records Center and Micrographics Departments of a large corporation where over 18,000 boxes are stored and a variety of micrographic methods are used.

Steelcase, Inc. **1:00-5:00 p.m.**

Visit to a renowned office furniture manufacturer to see the Corporate Headquarters and the Systems I Division Plant which includes robotics. Dr. Paul Pearson will present "The Future of Education and Work: The Worker of Tomorrow."

Charley's Crab Dinner Tour
6:45 p.m.-your pleasure

Join other MBEA registrants for dinner at Charley's Crab which is within walking distance of the Amway Grand Plaza Hotel. All entrees include salad, bread, potato, and vegetable. Prices include tax and tip. Separate checks will be given for beverages or dessert.

EDITORIAL/Continued

tion, for everything else it is, IS a political enterprise.

The MBEA Executive Board voted on January 14 to place the controversial question of MOEA affiliation before the membership at the Business Meeting at the state convention on Friday, April 6. Why should MBEA members, especially those opposed to affiliation, support this initiative? Won't there be costs? Yes, but consider:

1. Affiliation may not be an ideal solution, but it is a TIMELY and NECESSARY move. If business education does not gain access to the political process soon, we will not be able to prevent further erosion of influence. In the long run, we cannot put all our "eggs in one basket," and MOEA is only one basket. However, we have no "baskets" at all right now; one is better than none.

2. Failure to affiliate will encourage the development of an alternative organization which WILL AFFILIATE with MOEA to represent potentially narrower curriculum interests. That group, regardless of size, will represent business education, not MBEA with its more than

Continued on page 10

1989 MBEA CONVENTION PROGRAM
EDUCATION FOR BUSINESS: BASICS TO EMERGING TECHNOLOGY

Program is subject to change. Additional sessions may be added.

Wednesday, April 5, 1989

8-11 p.m. **MBEA Executive Board Meeting**

Thursday, April 6, 1989

12-5 p.m. **Registration** — **West Concourse**

Tours
1-5 p.m. Steelcase, Inc.
2-4 p.m. Amway Corporation Record Center

2-5 p.m. **Workshops (See detailed descriptions in issue.)**
Desktop Publishing — What's It All About?
Applications in Microcomputer Accounting
Introduction to Local Area Networking and Office Automation
Innovative Methods and Materials for Use by Business Educators in Emphasizing Economic Concepts
Consumer Credit: A Teaching Guide
Tips and Techniques for Bringing Gregg Shorthand into the 21st Century

6:45 p.m. **Charley's Crab Dinner Tour (See tour reservation form.)**

9-11 p.m. **President's Reception** — **President's Suite**
All convention registrants are welcome.

Friday, April 7, 1989

7:00-8:30 a.m. **Past Presidents' Breakfast** — **Ottawa Room**
(by invitation only)

8 a.m.-5 p.m. **Registration** — **West Concourse**

8 a.m.-12 p.m. **Exhibits open** — **Ambassador West**

8:30-9:45 a.m. **Annual MBEA Business Meeting** — **Atrium Room**

10 a.m.-12 p.m. **Workshops (See detailed descriptions in issue.)**
Microcomputer Applications in Accounting
Clustering Business Education at the Comprehensive High School
Word Perfect 5.0

10 a.m.-12 p.m. **Computer Laboratory Open**

10-11 a.m. **Concurrent Sessions**
Put Some Pizazz into Your Basic Business Classes
Personal Finance in the Business Education Curriculum
Keyboarding Software for the Middle School/Junior High School
Designing a Microcomputer Laboratory/Classroom
The Telephone-Mailbox Connection: Getting Started with Telecomputing
Future Trends in Vocational Education
Creating Your Professional Image

11:10 a.m.-12:10 p.m. **Concurrent Sessions**
Support for and Expansion of Your Economic Curriculum Through DEEP
The CPS Distinction
Hypercard — How it is Used in Business
The Workplace of the Future
Principles of Good Office Design
Ethics: Can We Teach it in Business Education?
Go Get 'em! Recruitment Strategies that Work

12:15-2 p.m. **Exhibits Closed**

12:30-2 p.m. **Luncheon**
Speaker: Scot Ober, National President, Delta Pi Epsilon

Continued on page 10

PROGRAM/Continued

2-5 p.m.	**Exhibits Open**	**Ambassador West**
2-5 p.m.	**Computer Laboratory Open**	
2-4 p.m.	**Workshop (See detailed descriptions in issue.)** The Business and Office Education Cluster	
2-5 p.m.	**Workshops (See detailed descriptions in issue.)** Desktop Publishing Integrated Applications with WALL STREET and MICROTOOLS Cortez W. Peters, Jr., Keyboarding Methodology	
2:15-3:15 p.m.	**Concurrent Sessions** Motivating Students with the Stock Market Game Issues/Trends in Typewriting/Keyboarding Speedwriting Shorthand — A Cure for Shrinking Shorthand Enrollments The Status of Shorthand Instruction in Michigan Telecommunications in the Information Age Parliamentary Procedures in Review	
3:15-3:45 p.m.	**Refreshments at the Exhibits**	
3:45-4:45 p.m.	**Concurrent Sessions** Financial Planning For Educators New Model for Marketing Education Shorthand Alternatives: Alpha Hand abc Shorthand: ALL ABC SYSTEMS ARE NOT ALIKE Technology in the Professional Office Environment Voice Input to Computers with Implications for Business Education Integrating Business Professionals of America into the Business Education Classroom	
6:30-7:30 p.m.	**Wine and Cheese Party** Courtesy of Davenport College	**Cascade Room**
8-9 p.m.	**Reception** Courtesy of South-Western Publishing Company	**East Concourse**
9-11 p.m.	**Dance** Courtesy of South-Western Publishing Company	

Saturday, April 8, 1989

8-10 a.m.	**Registration**	**West Concourse**
8 a.m.-12 p.m.	**Exhibits open**	
8:30-10 a.m.	**Keynote Address: The Future of Business Education** Dr. Willard R. Daggett, Director, Division of Occupational Education Instruction, New York State Education Department	
10-11 a.m.	**Concurrent Sessions** Keyboarding/Typewriting in the Electronic Office — What Skills are Really Needed? Teaching for Tomorrow through Technology Student Business Educators Discussion Session Crucial Issues in Business Education College Notetaking and Study Skills — a Bonanza for Business Educators and Students Tools for Teaching Spreadsheets	
11:10 a.m.-12:10 p.m.	**Concurrent Sessions** Office Procedures for Today and Tomorrow Desktop Publishing — A Primer Applying for New Program Funding Motivating Yourself to Motivate Business Education Students Expanding Career Options Trends in Telecommunications	
12:20-2 p.m.	**Luncheon** Door Prizes (Must be present to win.)	
2-3 p.m.	**MBEA Executive Board Meeting**	

STILL QUESTIONS/Continued

let your MBEA President know of your feelings. You have good reason to be at the business meeting in person this year and vote on the affiliation with MOEA. Perhaps you are ready to do so now. I'm not. **I think I need to belong to both groups.**

See you Friday, April 7 — 8:30 a.m. (the traditional ungodly hour).

Mary F. Robek
MBEA President-Elect
Eastern Michigan University

EDITORIAL/Continued

1,400 members. MBEA would be PERMANENTLY CLOSED to the role of representing the total business curriculum through MOEA.

3. The decision to affiliate provides time to meet the requirements of MOEA. Yes, those requirements will, in some cases, sacrifice our independence to act and we will have to act assertively as affiliates to minimize those effects. But if you believe that our independence has been sufficient to protect our total curriculum interests, look around you.

The vote for affiliation does not mean that the affiliation will be successful. The vote ALLOWS CURRENT MEMBERS WHO WANT TO AFFILIATE the opportunity to do so without fragmenting business education still further. If those of us who believe affiliation is a "must" cannot influence you over the next three years that this is absolutely essential, the affiliation will fail anyway through your action. But we will at least have the time to make that case. Check out what other organizations have done, 19 or more have decided that having political representation balances the negative aspects.

Yes, each of us has to change some long-held views about business education, especially our need to be politically active. Yes, it's not easy. Yes, this affiliation over the next three-year period will require the Executive Board AND MEMBERS WHO SUPPORT AFFILIATION to demonstrate the effectiveness of the move. No, we cannot guarantee that this will solve all our problems. Ultimately successful affiliation rests with our ability to influence you to join MOEA as individual members AND our ability to work effectively with MOEA. But if we do not have your vote NOW, we will NOT have a third chance. The first chance in 1986 completely failed by the choice of the membership. The deterioration of the political position of business education since that time will, I hope, convince you to vote for the affiliation.

MBEA FALL CONFERENCE ROUNDUP

By MBEA Region Representatives
Arlene Vlahos (I), Gayle Prause (II), Charlotte Wasnich (III), Jo Anne Torp (IV), and Lilly Kelly Hall (V)

PEP — People, Equipment, Procedures

The theme for the 1988 Region I Fall Conference was "PEP — People, Equipment, Procedures." The conference was held on October 7, 1988, at the Holiday Inn, Marquette, MI. The 77 attendees included 17 non-members and 14 students. The chairperson for the session was Ann Cleary of Lake Superior State.

The featured speakers were Leanne Deuman, an attorney from Sault Ste. Marie, and Don Szenina, a representative of MicroAge Computers in Marquette. Leanne spoke on student motivation and career planning, and Don spoke on the difference between the traditional computer and the IBM PS2.

A luncheon was held in the hotel restaurant at which time teaching tips were shared; several prizes were given out at this time.

Gloria Moon, General Manager of Cellunet, speaks knowingly about Trends in Telecommunications.

More for Keeping Up to Date

The 1988 Fall MBEA Conference for Region II was held October 14 at the Doherty Hotel in Clare. There were approximately 75 people in attendance. Larry Thomas from Central Michigan University was the chairperson. Judy Johnson, business education teacher at Clare High School, helped Larry by having some of her high school students and her student teacher assist with registration.

Sessions focused on word processing and problems with keyboarding, the trek from typewriters to desktop publishing, economic activity on Mainland China, and computerized accounting. The conference ended with a tour of the business education department at Clare High School.

Members' interest abounds at the conclusion of LaserWorks President Alex Ellingsen's session on DeskTop Publishing.

Communication Tools for the '90s

The Region III MBEA Fall Conference, "Communication Tools for the '90s," was held October 28 at Kalamazoo Valley Community College. Dick Shank and KVCC were gracious co-hosts for 85 participants.

The format of the program was changed this year. The members registered between 8-9 a.m., enjoyed juice and coffee, compliments of Davenport College, and visited the exhibits. DeGroot Office Technology, Glencoe Publishing Company, Gregg Division of McGraw-Hill Book Company, Smith's Business Equipment Company, and South-Western Publishing Company. Starting at 9 a.m., all the participants attended four 45-minute sessions with a brunch served after the second session. The program ended at 1 p.m. Members indicated they liked the new format.

Chairperson Faye Koestner, MBEA Board members Barbara Ley and Charlotte Wasnich, and Barbara Egeler, Jordan College, planned the conference.

Getting Back to Basics

The Region IV Fall Conference was a success. There were 123 attendees with 97 at the luncheon on Friday, October 21, 1988. Many were last minute registrations, a mixed blessing in terms of planning but a demonstration of tremendous interest in the conference.

Sessions included notetaking skills, applying learning theory to the teaching of typing, basic work skills, professional development, training for the needs of employees, technical planning, and other topics. A fashion show and drawing for door prizes wrapped up the day.

Barbara Harper, business teacher from St. Florian, and Sharon Scully, teacher at Detroit Business Institute, chaired the conference.

Resources, Developments, Techniques, Ideas

The Region V Fall Conference was held on Saturday, November 12, 1988, at Wayne County Community College, Greenfield Campus. Our recruitment effort for increased participation in areas other than public high school personnel was successful, resulting in an attendance from this group this year of 63 compared to 14 in 1987. Of course, there continues to be strong attendance from the secondary schools.

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Member Eileen Dittmar actively participates in the Telecommunications session by placing an actual call with a cellular phone.

MBEA Today
Ann M. Remp, Editor
9100 Willis Road
Willis, MI 48191

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SCHOOL PERSONNEL CERTIFICATES AND PERMITS

Provided by Judith Berry, Consultant VTES, Michigan Department of Education

Ms. Berry provided the following schedule of application fees which will go into effect on March 1, 1989.

Sec. 1538. (1) An applicant shall pay to the department of education as a condition of having the application evaluated for conformance with the application requirements, the following fees:

(a) Original application fee	**In-State Applicant**	**Out-of-State Applicant**
(i) Provisional teaching certificate	$125.00	$175.00
(ii) Continuing teaching certificate	125.00	
(iii) Professional teaching certificate	125.00	
(iv) Vocational temporary authorization	125.00	
(v) Full vocation authorization	125.00	
(vi) Occupational education certificate	125.00	
(vii) Additional teaching certificate endorsement	50.00	
(viii) Substitute teacher permit	25.00	
(ix) Full-year teacher permit	25.00	
(x) Emergency permit	25.00	
(xi) Annual vocational authorization	25.00	
(xii) Duplicate certificate or authorization	10.00	
(xiii) School psychologist certificate	125.00	175.00
(xiv) Parent cooperative preschool certificate	50.00	
(xv) Temporary special education approval	50.00	
(xvi) School administrator certificate for persons eligible for certificate on July 1, 1988	75.00	
(xvii) School administrator certificate for persons eligible for certificate after July 1, 1988	125.00	175.00
(xviii) School administrator endorsement	50.00	
(xix) School administrator permit	125.00	

(b) Renewal or reinstatement application fee	**In-State Applicant**
(i) Provisional teaching certificate	$ 75.00
(ii) Continuing teaching certificate	125.00
(iii) Continuing teaching certificate reinstatement	50.00
(iv) Professional teaching certificate	125.00
(v) Vocational temporary authorization	75.00
(vi) Full vocational authorization	125.00
(vii) Occupational education certificate	125.00
(viii) School psychologist certificate	125.00
(ix) School administrator certificate	125.00

(2) Except as otherwise provided by an administrative rule in effect on October 1, 1988, or as otherwise provided by law, a certificate, permit, authorization, endorsement, or approval, and the renewal of a certificate, certificate reinstatement, or authorization issued pursuant to subsection (1) is valid for 5 years.

MBEA FALL CONFERENCE ROUNDUP/Continued

During the general session, the keynote speaker, Marilyn Popyk, gave a motivational presentation entitled, "The Road to Gold," which prepared us for the day's activities. We received greetings from Mary Robek on behalf of our president, Helene Zimmerman. Participants then had an opportunity to attend two sessions from ten different interest sessions. Our luncheon speaker, Pauline Hardin, who teaches the Dale Carnegie Course, spoke on "People Skills/Dealing with People." We also received a very informative state department update on vocational education from Judith Berry.

Arlene Greene, teacher at Randolph Voc/Tech Center, and Ernestine Coleman from Mumford High School chaired the conference.

Volume LIV Number 5
May 1989 Newsletter

mbea today

The Official Magazine of the
Michigan Business Education Association

What's Inside

Business Professionals of America State Recognitions
Outstanding Student Business Educators
Summer Business Education Conferences
Business Education State Update
MBEA and N-CBEA Convention Notes
Recruiting Males for Secretarial Careers
MBEA and N-CBEA Awards . . . and more

Dates to Remember

May 12, 1989. . . Spring Dinner Meeting-Business Teachers Club of Metropolitan Detroit

June 17, 1989. . . MBEA Executive Board Meeting

June 22, 1989. . . EMU-Gamma Alpha (DPE) Summer Conference

June 28-29, 1989. . . CMU Summer Conference

June 30, 1989. . . Expiration of 1989-90 MBEA Membership

July 15, 1989. . . September Issue Deadline for **MBEA Today**

July 25-28, 1989. . . Adventures Conference, Northern Michigan University

September 29, 1989. . . MBEA Region I (Upper Peninsula) Fall Conference

October 13, 1989. . . MBEA Region II (Northern Lower Michigan) Fall Conference

October 20, 1989. . . MBEA Region IV (Southeast Michigan) Fall Conference

October 27, 1989. . . MBEA Region III (Southwest Michigan) Fall Conference

November 4, 1989. . . MBEA Region V (Wayne County) Fall Conference

MBEA Convention Update

Business Meeting, April 7, 1989

Maxine Jones, chair of the Nominating Committee, placed the slate of officers before the membership. The nomination for new Executive Board members was seconded and approved by the membership. The newly elected officers are: **Carol A. Johnson, President-Elect; Darryl W. Peterson, Vice President for Budget and Finance; and Jeanne A. Mallak, Vice President for Professional Services.**

A main business item on the agenda at

Continued on page 6

Male Secretaries Pleased With Career Choice

By Mary Irwin, CPS, MBE

Ms. Irwin is a certified vocational educator who completed her MBE in December, 1988, at Central Michigan University. Her thesis topic, which serves as the basis for this article, is entitled, "The Status of Male Secretaries in the United States and Canada." She is currently pursuing her doctoral degree at Wayne State University.

A research study completed at Central Michigan University in Mt. Pleasant has revealed secretarial careers are fulfilling for males. Although males occupy only one percent of today's secretarial positions, data received from 50 current or former practicing male secretaries seem to indicate a changing work environment capable of encouraging more males to become secretaries.

Profiles in Dedication

What are the characteristics of male secretaries? Overall, they are a mature group of well-educated individuals who march to a different drummer. Their average age was between 25 and 35, which could have been directly related to the number of years each spent in school. Most were educated at the collegiate level and held bachelor's degrees; only four had no education beyond high school.

The old belief that males accept secretarial work merely as a springboard to management no longer seems to hold true. These males chose secretarial work as a career. They trained to be secretaries and had been employed in the field between 5 and 14 years.

Continued on page 10

A Report On Business Education Minors Who Teach Business Subjects In Michigan Secondary Schools

By Dr. Marcella Kocar

Dr. Kocar is Chair of the Department of Administrative Services at Central Michigan University, Mt. Pleasant, Michigan. She is also professor of business teacher education and a past president of MBEA.

The role of the individuals with minors in subject areas has been the topic of much discussion lately as the educational system is criticized, reviewed, and revamped. Are those with minors prepared to teach in the area of their minor? What are they being asked to teach?

This question becomes even more important in those subject areas which are broad and diverse. Business education is one of those areas, as business education encompasses the vocational skills and knowledges and general business education.

How then should those with business education minors be prepared? To help answer this question, a survey was sent to a random sample of approximately 400 business education department chairpersons in secondary schools in Michigan. The response of 201 represented a 50% response rate.

Continued on page 10

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Thank You, Sandy King!

I would like to thank Sandra J. King publicly for the diligent and time consuming work she has done this year on **MBEA Today**. Sandy is a business teacher education candidate and master's candidate at Eastern Michigan University. She has been my colleague this year both as graduate assistant and in producing four issues of the publication. She also worked on the **MATEB Handbook** (Second Edition), a handbook for teacher candidates and new teachers in business education. Sandy worked with Dr. Mary Robek in preparing for the MBEA State Convention. Sandy will be completing her student teaching next fall and will not be my "right hand" (right in more ways than one). My sincere thanks, Sandy.

Ann Remp

Irene Colson Honored At PI OMEGA PI

Irene Colson, an Eastern Michigan University senior majoring in business education, was honored at Pi Omega Pi National Business Teacher Education Honor Society convention held in Orlando, Florida. She was presented with the Society's 50,000th membership certificate by Sandra Rupp, national treasurer. When presented with the award, Irene indicated that it is not always easy being a non-traditional, full-time student, but the honor of receiving the award has proven to be a reinforcement of her goals.

Submitted by Mary Robek.

CYNTHIA WILSON RECEIVES PURCHASING SCHOLARSHIP

Cynthia L. Wilson, an April graduate of the Administrative Management program at Eastern Michigan University, received a scholarship to the Michigan Public Purchasing Officers Association Conference in Battle Creek. The conference enabled Ms. Wilson to network with local state purchasing employers. She plans to pursue a career with state government.

Submitted by Mary Robek.

ISSN 0892-9831

CHANGE OF ADDRESS: To ensure receiving all MBEA mailings, please notify Mary H. Pettaway, Golightly Vocational/Technical Center, c/o 19767 Cranbrook #211, Detroit, MI 48221

REMOVAL OF NAME FROM MAILING LIST: From time to time, MBEA sells its mailing list to certain carefully screened organizations. If you prefer that your name be removed from the mailing list when it is sold, please notify Mary H. Pettaway at the above address.

Submitting Articles To *MBEA Today*

MBEA Today welcomes "people" news, calendar and news items, letters to the editor, and teaching tips. You are also invited to submit articles of 750 to 1,250 words on a variety of other topics relevant to the membership of MBEA.

Submit articles following the Publication Manual of the American Psychological Association for citations/references, tables, and number style. The deadlines for the upcoming September, November, and January issues are July 15, 1989, September 15, 1989, and November 15, 1989, respectively.

HIGHLIGHTING BUSINESS EDUCATION STUDENTS

1989 Business Professionals of America
First Place State Winners

Congratulations to ALL the state winners of the 1989 Business Professionals of America State Winners and to ALL the advisors who worked tirelessly to provide meaningful experiences to students through this professional organization. Special recognition goes to these first-place winners:

INDIVIDUAL EVENTS

Administrative Assistant I
CHELSEA MATTHEWS
Jackson Area Career Center

Administrative Assistant II
ANISSA NIERENBERGER
Charlotte H.S.

Advanced Keyboarding
ELENA CALLAHAN
Wyandotte Roosevelt H.S.

Banking Applications
MONICA HORSCH
Charlotte H.S.

Business Law
JOHN BEDTELYON
Tuscola Career Center I

Business Math
SEAN WHEAN
Marquette Alger ISD

Business Proofreading/Editing
CHELSEA MATTHEWS
Jackson Area Career Center

Computer Specialist I
CHARLES HENRICH
Livonia Career Center

Computer Specialist II
JEROME CIPRIANO
Warren Career Prep Center I

Computerized Accounting
BRIAN VOLLMAR
Mt. Pleasant H.S.

Data Assistant
JOHN KANAVZ
Creston H.S.

Data Specialist
CYNTHIA DUNSMORE
St. Clair Skill Center

Economic Awareness
RYAN VANDREW
Sanilac Career Center AM

Employment Skills A
BECKY LUCAS
Anchor Bay H.S.

Employment Skills B
JON TERRASI
Monroe H.S.

Entrepreneur (Individual)
RYAN VANDREW
Sanilac Career Center

Extemporaneous Verbal I
RACHELLE CADLE
Oxford H.S.

Extemporaneous Verbal II
KELLY LAURSEN
Marlette H.S.

Financial Assistant
HOWARD SCULLY
Chippewa Valley H.S.

Financial Specialist
SCOTT BERTIN
East Detroit H.S.

Information Processing Specialist I
DAWN MERCER
Chippewa Valley H.S.

Information Processing Specialist II
LYN POQUETTE
Menominee H.S.

Keyboarding
TONYA CUNNINGHAM
Cass Tech H.S.

Legal Applications
JACQUELINE McCANN
South Lake H.S.

Medical Applications
MELISSA CLARK
Ithaca H.S.

Office Support Assistant
NANCY SARTI
New Haven H.S.

Parly Pro (Individual)
TIRETA KURNEY
Highland Park H.S.

Personal Finance
SCOTT BERTIN
East Detroit H.S.

Prepared Verbal I
MARY AWADA
Lincoln H.S.

Prepared Verbal II
JACELYN ELENS
Randolph Career AM

Shorthand Transcription
JENELL KEYS
Cass Tech H.S.

TEAM EVENTS

Citation of Excellence
Banner Award
RANDOLPH VO TECH CENTER

Computer Aided Graphics (Team)
WARREN CAREER PREP CENTER
Chapter II

Emblem Building (Team)
CODY

Entrepreneur (Team)
SANILAC CAREER CENTER

Parliamentary Procedure (Team)
HIGHLAND PARK H.S.

Promotional Display
CENTERLINE H.S.

Spelling Team
MENOMINEE H.S.

Yearbook
RANDOLPH VO TECH AM

Business Professionals of America Merit Scholars Named at 1989 Michigan State Convention

The following individuals were recognized as Merit Scholars at the 1989 State Convention: **Jennifer Cutler,** Sanilac Career Center; **Debbie Weller,** Sanilac Career Center; **Ann Green,** Delta Schoolcraft ISD; **Matt Mancani,** Chippewa Valley; **Priscilla Blackman,** Randolph Vo Tech Center; **Rebecca Dehkes,** Beal City High School; **Brendan Van Stee,** Grandville High School; **Paul Miotke,** St. Clair High School; **Jennifer Rein,** Henry Ford II; **Paul Ruggles,** Genesee Area Skill Center; **Ryan VanDrew,** Sanilac Career Center; **Michael Miscisin,** Beaverton High School Alumni; **Colleen Webb,** Marine City High School Advisor; and **Dan Pearson,** Sanilac Career Center Advisor. Congratulations to these individuals!

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Articles for MBEA Today
Send your articles on business education issues, innovations, or methods to:

Ann M. Remp, Editor
MBEA Today
9100 Willis Road
Willis, MI 48191

Vocational Education Week At Golightly Voc/Tech Center

By Monique Ford, Golightly Student

Monique's first place essay is presented following her article. Her instructors at Golightly are Mary H. Pettaway and Myra Stephens.

Golightly Vocational Technical Center takes pride in the activities that students participated in during *Vocational Education Week*. This important occasion was publicized through the following activities:

1. Essay Contest — Topics centered around Vocational Education Week's Theme, "BUILDING TOMORROW'S LEADERS."
2. Classroom Visitations — Students visited other Wing classes.
3. Classroom Demonstrations — Students demonstrated skills acquired to an Evaluation Team that judged them First, Second or Third place, and were later presented a recognition plaque in this order.
4. Shadow Day — Students interested in attending next year visited the Voc/Tech Center for a day taking part in the school's activities.
5. Special Recognition for Winners — Winners won a $25.00 Gift Certificate to school's boutique and attended a buffet in the school's Glasshouse Restaurant.

I won *First Place* in the Essay Contest. The subject of my Essay Topic was, "Building Tomorrow's Leaders."

Essay: Building Tomorrow's Leaders

Webster defines leader as "a person who has commanding authority and the capacity to be a leader." In building tomorrow's leaders, it may be helpful for us to reflect on some of the qualities of yesterday's leaders. There have been many outstanding leaders in history who possessed certain unique qualities which have enabled them to stand out among their contemporaries. Martin Luther King, Jr., was an outspoken and aggressive spokesman for nonviolent resistance. Vince Lombardi, a professional football coach, represented personal commitment to a job and anticipated rewards based on effort and performance. Along with others, they created a great reputation for themselves.

Many of today's youths do not value their education. Their priorities have been misconstrued. They lack interest in doing their homework, going to class, and participating in a class discussion. They need to realize that education is a major investment for the future and their choice of occupation will depend upon their skills and knowledge. They must take charge and be held accountable for creating a positive attitude towards education and challenge themselves toward learning to develop their creativity and thinking power.

Tomorrow's leaders need more role models to motivate them to make career decisions and set life goals. Role models can help youths evaluate their strengths and interests in an occupation. An ideal role model is one who is honest and kind, has a positive attitude, shows pride in their work and expresses feelings of genuine respect for themselves and others.

Vocational schools have excellent facilities for training tomorrow's leaders. At these institutions, students are trained how to meet challenges. They are taught employability and human relation skills that are necessary and relevant for the business world. Youth organizations such as Business Professionals of America, DECA, and VICA are excellent for providing young people with a global perspective of competitive skills that will enable them to be marketable in different areas of the business world.

In conclusion, tomorrow's leaders must possess certain qualities that will enable them to stand out. True leadership comes from a person's ability to direct, inspire, and guide people to perform to their highest potential. To gain and keep a position of leadership, requires hard work, specialized training, sacrifice, and faith.

Monique Ford, Golightly Student

OUTSTANDING STUDENT BUSINESS EDUCATORS

Six outstanding business education student teachers were recognized at the MBEA Annual Convention on April 8, 1989. These students, selected by their teacher educators at the teacher training institutions, are:

Edna Carlson, Central Michigan University
Brenda Gohl, Eastern Michigan University
Diane White Vogel, Ferris State University
Julie Davis, Michigan State University
Diane Ceccacci, Northern Michigan University
Marjorie Grove, Wayne State University

Dr. Carol A. Johnson, MBEA Four-Year College/University Representative, chaired a panel discussion during which these outstanding students presented their points of view on business education concerns. Dr. Johnson also presented the students with their award certificate during the Awards Luncheon.

Outstanding Student Business Educators: Dr. Carol A. Johnson (extreme left) with award recipients (left to right): Diane Ceccacci, Marjorie Grove, Diane White Vogel, Brenda Gohl and Edna Carlson.

Adventures Conference '89

sponsored by
South-Western Publishing Co.
and
Northern Michigan University
Marquette, Michigan
July 25-28, 1989

For registration information, contact Dr. Sue Rigby, Office Administration & Business Education Department,
Northern Michigan University, Marquette, MI 49855
(906) 227-2900

BUSINESS EDUCATION UPDATE — '89
CENTRAL MICHIGAN UNIVERSITY
June 28-29, 1989

CMU's twelfth annual summer conference features 14 presentations, as well as textbook and software exhibits by Gregg/McGraw-Hill, Houghton Mifflin, South-Western, and SRA. Sessions deal with Computerized Accounting, Telecommunications and Advances in Technology, Future in Focus, Stress Reduction, Notetaking for the Year 2000, Professionalism in the Office, Voice Input to Computers, and others.

Participants also will have the opportunity to meet and hear Ms. Judith Berry, Michigan's Business and Office Education Consultant, and many educators in the field of Business Education.

See the accompanying advertisement for details. Participants may register for one hour of graduate credit (ADS 697 or EAD 592: Current Trends in Business Education) for attending the conference and completing additional assignments.

Further information is available from Dr. Marcella Kocar, Chairperson, Department of Administrative Services, at (517) 774-3554.

CENTRAL MICHIGAN UNIVERSITY

BUSINESS EDUCATION UPDATE

12th ANNUAL SUMMER CONFERENCE

JUNE 28 - 29, 1989

BOVEE UNIVERSITY CENTER

MT. PLEASANT, MICHIGAN

Course Credit Available (ADS 697)

Conference fee $10 if not attending for credit or enrolled at CMU otherwise

For Conference Information or for Credit Information, Contact:

Administrative Services Department
304 Grawn Hall
Central Michigan University
Mt. Pleasant, MI 48859
(517) 774-3554

PREPARING STUDENTS FOR THE 1990's
EASTERN MICHIGAN UNIVERSITY
June 22, 1989

The Department of Business and Industrial Education and the Gamma Alpha Chapter of Delta Pi Epsilon at EMU are co-sponsoring a Summer Conference at the new Radisson Hotel in Ypsilanti on Thursday, June 22.

The conference sessions will be aimed at the preparation of students for future employment placement and advancement. Sessions feature marketing education, restructuring business education offerings, business expectations about accounting and office technology, skills for employment in Michigan in the 90's, and others. There will be speakers from Ford Motor Co., Kelly Services, and Dale Carnegie Courses, as well as business, marketing and office educators. Business and Office Education Consultant Judith Berry will update participants on the model office program for the 90's.

The $20 registration fee includes a business fashion show and luncheon. Plan to attend! For more information, call the Department of Business and Industrial Education at (313) 487-4330.

ADVENTURES CONFERENCE '89
NORTHERN MICHIGAN UNIVERSITY
July 25-28, 1989

Northern Michigan University is co-sponsoring its summer conference with South-Western Publishing Company from July 25-28, 1989. The conference theme is "Focus on Quality through Con-

Continued on page 12

MBEA Convention Update/ Continued

the membership meeting was the decision on whether or not MPEA would affiliate with MOEA. President Helene Zimmerman chaired a panel on the issue. Dr. Paul Slocum, MOEA President, and Ms. Barbara Cooley, MOEA Executive Director, presented information on MOEA.

Following their remarks, Dr. Wells Cook spoke against the motion. Ann Remp and Joanne Torp, representing the MBEA Executive Board, spoke for the motion. Questions and statements were taken from the floor. Mary Brown, VTES Management, was present to address questions. Among those who spoke from the floor, Dr. Sue Rigby, NBEA president and MBEA past president, voiced concern that MBEA continue its strong ties to NBEA.

Eighty-five ballots were cast, with 58 Yes votes. The motion to affiliate with MOEA was approved.

Follow-up on Meeting

The MBEA Policies and Guidelines were consulted to determine if a quorum was present. The number casting a vote met the requirements for a quorum. President Helene Zimmerman is presently securing further information necessary to make the transition to MOEA affiliation. Prepared by A. Remp.

NBEA/N-CBEA UPDATE

By Mary H. Pettaway, N-CBEA Representative

MBEA President Helene Zimmerman was the recipient of N-CBEA's Distinguished Service Award. (See the article on this award.)

The NBEA/N-CBEA Convention was a great success! Approximately 800 members and guests were in attendance at the convention. The following MBEA Board Members attended the convention: President Helene Zimmerman, President-Elect Mary Robek, Vice President for Publications Ann Remp, Past President Lottie Maxine Jones, Four-Year Representative Carol Johnson, State Consultant Judith Berry, and myself.

On Wednesday, March 22, during breakfast and Open Forum, NBEA President Sue Rigby spoke meaningfully about the value of membership recruitment and importance of the work all of us do for our association. Helene Zimmerman spoke briefly about MBEA's convention and other activities.

NBEA President Sue Rigby and N-CBEA President Anita Weier are on the Search Committee to find a new Executive Director for NBEA. More than 500 applications had been received as of the convention date, but no decision had been made.

MBEA RECOGN

Gayle Prause, MBEA Region II representative, chaired this year's awards committee; her committee members, Esther Crowell (Wayne County Community College) and Mary Baumgardner (Central Michigan University), met the challenge of selecting five individuals deserving of recognition. A sixth award, a special award given under unique circumstances, was made to **Gene Westerhof for his extraordinary service to business educators and MBEA upon the occasion of his retirement from South-Western Publishing Company.**

The following individuals were honored by MBEA at the 1989 Awards Luncheon on April 6:

MBEA RECOGNITION AWARD
MARY F. ROBEK, Ph.D.

Mary, originally from Wisconsin, began her teaching career at the high school level in Bergland, Michigan. She accepted a position at Eastern Michigan University a few years later and has remained at EMU ever since. In 1967, Mary received her Ph.D. in business education from the University of Michigan. Not only is she a professor in the Department of Business and Industrial Education at EMU, but she has contributed to the field of business education as an author of several textbooks, has written numerous articles for professional journals and other publications, has given many presentations to various seminars, conferences, and conventions, and has been involved in research in the area of business education. This year she is President-Elect for MBEA and was in charge of the 1989 convention. Mary still finds time to participate in church and community activities.

MBEA DISTINGUISHED SERVICE AWARD
LOTTIE MAXINE JONES

Lottie Maxine's teaching career has included classroom business education teacher in Michigan public schools, office occupations coordinator, summer school principal, and, for the past five years, Department Head of the Business Education Department of the Randolph Vocational/Technical Center in Detroit. She has been actively involved on the MBEA board for five years as a divisional representative and for the past three years as President-Elect, President, and currently as Immediate Past President. She planned the 1987 MBEA convention that was held in Grand Rapids. Lottie Maxine has had several of her articles appear in **MBEA Today** and other educational publications. She has memberships in several professional organizations. Lottie Maxine and her husband, Donald, live in Southfield with their daughter, Daphene.

MBEA Awards Chairperson Gayle Prause presents a special recognition award to Gene Westerhof.

L. Maxine Jones (left) receives Distinguished Service Award from Helene Zimmerman (right).

Mary F. Robek, 1989-90 MBEA President (left), receives the gavel from Helene Zimmerman, 1988-89 MBEA President (right).

TION AWARDS

MBEA MASTER TEACHER OF POST-SECONDARY BUSINESS EDUCATION AWARD MARGIE KINZLEY

Margie Kinzley is, indeed, a very busy and productive faculty member at Davenport College, Lansing Campus. Other faculty members turn to Margie when they have any questions about new software for the computers. She keeps in touch with the business community for information about the latest trends in office needs. She also follows up on new curriculum changes and makes sure her students receive instruction in these changes. She has a reputation for being very concerned about the progress and problems of her students. Margie has a long list of memberships in professional organizations. The personnel of the City of Lansing Fire Department enlisted her services to teach them WordPerfect. Her peers voted her Distinguished Faculty in 1988. Margie and her husband, Boyd, have two daughters, Anna and Kirsten.

MBEA MASTER TEACHER OF SECONDARY BUSINESS EDUCATION AWARD HARRY A. PLOUFF

Harry has been a teacher at the Mt. Pleasant Area Vocational Center for 15 years. For the last eight years, he has concentrated his efforts in the area of teaching data processing. The Mt. Pleasant Vocational Center has been identified as having one of the exemplary data processing programs in the state of Michigan. With his busy schedule, Harry also found time to teach classes at Central Michigan University. He is actively involved in student activities within the high school. There are several professional organizations which Harry has joined and in which he is actively involved. He and his wife, Billie, live in Mt. Pleasant with their three children, Patrick, Alexandria, and Benjamin.

MBEA EMERGING PROFESSIONAL BUSINESS EDUCATOR AWARD ARLENE D. GREENE

Arlene was a substitute teacher in Virginia before moving to Detroit. She has been employed with the Detroit Public Schools since 1986. Arlene presently teaches at the Randolph Vocational/Technical Center in Detroit. During her short teaching career, Arlene has made a big contribution to business education. She is very involved with her students, not only in the classroom, but outside as well. She has provided after-school tutoring services to those students who need extra help. Last year, one of Arlene's students was a state winner in DECA and went on for national DECA competition in Salt Lake City, Utah. One colleague wrote: "She is a definite gift to our students and a real asset to our staff." Arlene and her husband, Kelvin, are expecting their first child soon.

Dr. Willard Daggett, Director of New York's Occupational Education Division, presented the convention keynote address.

Dr. Sue Rigby, NBEA President, brings greetings from National Business Education Association.

HELENE ZIMMERMAN RECEIVES 1989 N-CBEA DISTINGUISHED SERVICE AWARD

The North-Central Business Education Association presented its 1989 Post-Secondary Distinguished Service Award to Dr. Helene Zimmerman, Professor in the Department of Administrative Services, Central Michigan University, Mt. Pleasant, Michigan. In making this award, the N-CBEA Awards Committee cited Helene's many contributions to business education.

"An active member of professional organizations, Helene is currently president of the Michigan Business Education Association. During her term as president-elect, she coordinated the MBEA and N-CBEA convention. Helene is president of Michigan's Delta Kappa Gamma, a women's education society. She presently serves as advisor of the Gamma Sigma chapter of Delta Pi Epsilon and advisor for Phi Delta Kappa at CMU.

"Since 1977 Helene has been designated as a Certified Records Manager. She serves on the Board of Regents for the Institute of Certified Records Managers and is presently secretary of the Institute. Over the years, Helene has served as a records management consultant for many public and private companies.

"Helene is currently a member of the Pedagogical Committee of the International Society for Business Education. She has attended every ISBE conference since 1975. She was the International Vice President for English-speaking nations from 1985-87.

"Helene has contributed many hours to the Christmas Outreach program in the Mt. Pleasant community, the American Association for University Women and the Sacred Heart Church. Helene Zimmerman is recognized by students, colleagues, and administrators as an effective educator, leader, and professional."

Jean Meines, Chair of the Local Committee, receives recognition for her role in the MBEA State Convention.

Business Education's Current Challenge: Recruiting And Training Males For Secretarial Careers

By Mary Irwin, CPS, MBE

The news has spread rapidly among educators. Large numbers of secretarial positions will be opening in the next 20 years. Many will remain unfilled due to lack of qualified applicants. Title II of the 1976 Education Amendments has mandated recruitment of nontraditional students into classes formerly dominated by one sex. Additional federal funds will be allocated to any program if nontraditional students are successfully recruited.

These projections and developments pose a double challenge for business educators. Not only must they recruit males into office education classes, but they must also train them to be top-notch secretaries. The road is a difficult one, but it can be traveled. A research study completed at Central Michigan University in Mt. Pleasant has produced information which may help in the task ahead.

Recruiting Male Students

What are the characteristics of a recruitable male? He is probably a nontraditional thinker, undecided on a career, detail oriented, and highly organized. Promotion can be instrumental in convincing him to consider a secretarial career. Amreich (1960) and Newman and Caton (1981) suggested teachers decorate bulletin boards in main hallways and publicize to young men the opportunities in secretarial careers. Changed course titles which describe programs in more generic terms were also highly recommended. One educator attracted large numbers of males to her program by removing the word "secretary" from the program title.

Adjusting Attitudes

If males are to be included in a classroom dominated by females, there are many changes which must take place. Research revealed that former beliefs and stereotypical attitudes are among the high priority items to be discussed as males are integrated and take their first steps toward learning.

Students should be taught that the first secretaries were male, and a small number of males choose to be secretaries in the twentieth century. Dowling (1980) suggested that educators spotlight the activities of male secretaries in history. Stead (1980) emphasized research to discover the activities of current male secretaries followed by discussion in the classroom. Reiss (1974) suggested role-models; there may be no better example than inviting a male employed as a secretary to talk with your students.

All students, and males in particular, should be aware of the stereotypical images surrounding the secretarial career. "Secretary," a highly stereotyped term, remains the most commonly used title with nearly half of all respondents called secretaries or secretarial derivatives, such as administrative or executive secretaries. Therefore, young men planning on entering the profession need to have discussed and considered possible reactions to stereotyping. Andersen (1987) gave valuable advice when he stated, "The reaction to the reaction is the secret. Can you handle it or are you put down?"

Presenting the Profession

Provide male students interested in secretarial careers with accurate information so ultimate decisions will be based on fact. Inform them they will have to clearly target their job search and may have to relocate. Cities with populations greater than 100,000 had the most male secretaries. Very small firms with fewer than 250 employees or very large ones with more than 1,000 employees appeared to do the most hiring.

Although the majority of supervisors were still male, females are making significant inroads into the management area. Encourage students to express their opinions on issues and feelings which might surface in a female-supervisor/male-secretary working relationship.

Be honest when discussing wages. Males contemplating secretarial careers should realize they probably will not be earning large salaries. The majority of male secretaries who responded to the survey earned less than $25,000 per year. On the other hand, most were content in their careers; and educators should channel discussion toward personal goals and fulfillment as opposed to monetary reward.

Perfecting Employment Skills

Rigorous teaching is required to properly train young men for secretarial positions. Responsibilities are constantly increasing, and skills formerly unheard of must now be included in every business education program. Educators must maintain high standards and demand perfection from their students whether male or female. Furthermore, students should be encouraged to develop an attitude of constant learning and continue their education beyond high school.

Psychomotor skills remain very important for secretaries. As might be expected, word processors and computers are an important secretarial tool; applications used presented some surprises. Word processing continues to be heavily utilized, and the more software packages students are familiar with the better! However, spreadsheets, data bases, telecommunications, graphics, and programming were also frequently used. Educators should carefully evaluate their programs to assure that these applications are receiving proper emphasis in the classroom.

Shorthand was not frequently used for correspondence origination. Rather, machine and executive longhand were the most popular methods, which may signal another change for business educators. Instead of debating the advantages and disadvantages of shorthand, more might be achieved by teaching correspondence origination by machine, and placing increased emphasis on working from hand-written drafts.

Cognitive and affective skills are equally vital. Survey results revealed secretaries are now composing and writing letters for their employers, and good English skills are necessary to project a positive image of the organization. Human relations should also be emphasized so students entering the workplace can demonstrate telephone courtesy and deal effectively with coworkers and clients.

Strength in Diversity

Secretarial skills have long been known as the key to a fulfilling career. Today, those skills can be the key to many careers. As young men face the prospect of changing careers several times during their lives, they may be reassured by the transferability of secretarial skills. Respondents to this survey included both male secretaries who became educators and educators who chose to be secretaries. Educators could encourage many young men toward a secretarial career by quoting the words of one male secretary who said, "I find having secretarial skills is a very secure feeling, that is, I will always be employable."

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State Department Update

By Judith K. Berry, Business and Office Consultant
Vocational Technical Education Service

1989-90 Interim Guidelines for Business and Office Education

For 1989-90, existing Business and Office programs will be eligible for reimbursement when students are enrolled for not less than 450 minutes per week in either two consecutive OR NONCONSECUTIVE periods.

Position Paper for Revitalizing Business Education

A position paper to establish a standards project for business education and develop a model curriculum within Michigan has been developed with review from members of the MBEA Crucial Issues Committee, a subcommittee of the MBEA Executive Board.

Business Data Processing Programs

No new business data processing programs will be approved in the future. Existing business data processing programs will continue to be approved until such programs will have had time to go through transition steps following development of new guidelines for business and office education programs. The phasing out of computer programming and business data processing programs will require advance notice and technical assistance spread over at least two fiscal years. Letters have been sent by Robert L. Trezise, Supervisor, Michigan Teacher Preparation and Certification Services, to teacher certification institutions to recommend that business education students be advised that his "office will continue to approve recommendations for certification in this area for persons who are currently enrolled or persons seeking certification who are presently employed in such programs. It is anticipated these programs will be phased out and converted to Secretarial Occupations programs."

Temporary Changes in Consultant's Responsibilities

The BOE consultant's time will be prioritized to permit program design/development for new business and office programs between now and September, 1989. This means that technical assistance to local education agencies during this period will be terminated to permit adequate time to accomplish the design/development process. Exceptions to the above include Business and Office clusters at Wyandotte, Sanilac ISD, Vicksburg, and Royal Oak due to their extended planning status determined during the past year.

Certification Fees and Eligibility Letters

Because of fees assessed as of April 1, 1989, for issuance of certificates and endorsements, the Department of Education has sent letters to teach certification institutions to outline the implementation of fees. The letter states that "all persons recommended for certification on rosters received in the certification office on April 1 or after will be assessed the fee." Certification officers have received Fee Agreement Forms for distribution to candidates. "Candidates who sign the Fee Agreement Form should be advised that they are agreeing to pay the required certificate fee and requesting that the certificate be issued." Because of additional important information contained in the letter, concerned persons should contact their certification institution for further information.

To deal with possible delays in the issuance of the certificate, the certification institution may issue an Eligibility Letter for use in applying for employment. The letter verifies that the candidate's recommendation for certification has been forwarded to the Department of Education. The letter is valid until the stated expiration date, a three-month period following the recommendation. After the stated expiration date, a valid certificate must be presented to the employer.

Facts on Secondary Vocational Enrollments for 1987

A report to VTES staff on 1987-88 secondary enrollment contained the following observations:

1. The percentage of pupils in grades 11-12 served by VTE has decreased to 35.8 percent, a drop of 1.7 percent.

2. The added-cost funding, on a 9-12 per pupil basis, continued to rise but at a slower rate, with increases of 6.6 percent in 1987-88, 11.3 percent in 1986-87, and 14.7 percent in 1985-86.

3. Of the program areas, Marketing and Distributive Education, which had increased in enrollment for two years, joined the other areas. All enrollments decreased with Marketing and Distributive Education and Office Education showing the largest losses.

4. The percent loss in wage-earning enrollments in Office Education was 11.9 percent and in Marketing Education was 11.6 percent. Other declines were: Agriculture, down 3.2 percent; Health, down 9.9 percent; Home Economics, down 3.9 percent; and T and I, down 1.7 percent. Program area enrollment as a percent of total VTE enrollment shows Office down 1.1 percent and Marketing/Distributive Education down 1.0 percent. Other areas' percent changes over the previous year are: Agriculture, + 3 percent; Health, − 2 percent; Home Economics, + 2 percent; and T and I, +1.9 percent.

Progress Report on Employability Skills Test

The State Board received a report on the progress of the development of the Michigan Educational Assessment Program Employability Skills Test. The Board in September, 1988, appointed an Employability Skills Task Force comprised of 40 representatives of business, labor, and education, and chaired by Peter J. Pestillo of the Ford Motor Company. The advisory committee has developed an employer survey to determine critical skills for Michigan employment. The survey was to be mailed in March, 1989, to 8,600 employers.

An Employability Skills Technical Advisory Group has discussed a proposed concept paper that describes how the assessment might work in the year 2000. This group took a close look at trends in the work place and suggested ways in which the Assessment could improve the "match" between the needs of the work place and the preparedness of youth for entrance into the work place.

Legislative Note on Employability: A bill of interest is Senate Bill 123, which would require a school to post competency and employability skills test results on the student's transcript.

Male Secretaries/Continued

The "almighty dollar" was not their principal incentive. Although wages are still comparatively low (more than half of those responding earned less than $25,000 annually), research suggested intrinsic satisfiers such as work variety, office surroundings, and personal fulfillment made up for lower wages.

Finding a Job

Males employed as secretaries can be found from "sea to shining sea" in a wide range of organizations. Although prior researchers (Ginder, 1961, and Mulvihill, 1981) noted their distinct absence in the South and Midwest, male secretaries today are employed throughout the continental United States and Hawaii, as well as in Canada. Employment opportunities appear greatest in the service sector, with education, public administration, and law most frequently mentioned as employment areas.

Work Experiences

The male secretaries of the 80s fill a vastly different role than the "Gal Fridays" which dominated the image of the profession in the past. The working team of one secretary and one supervisor seems to be dissolving as job scope expands. Over half of these secretaries worked for two or more supervisors.

Stereotypes appear to be declining, and the perception is no longer the product in the case of adverse actions based on sex. Insley (1977) and Powell and Jacobs (1984) reported feelings that secretarial positions were not for males and that those who made sex-inappropriate career decisions would be penalized. Although these males *felt* they had at some time been denied employment because of their sex, once hired, most reported no discrimination because they were males in an occupation dominated by females. One respondent summed up the situation by stating, "It is often difficult for a male to break the barriers, and [he] is often turned down for employment easily. However, once employment is obtained, the employer is as happy as can be."

Most Frequently Performed Tasks

These 50 secretaries performed an interesting combination of routine and expanded responsibility tasks. Although the old standby duties such as keyboarding and answering the telephone were performed, new responsibilities were also evident. Composing correspondence, doing research, and supervising both workers and projects were mentioned as regular tasks.

Continued on page 11

A Report on Business Education Minors/Continued

The schools were asked if any part-time or full-time faculty had a minor in business education and a major in some other subject. A total of 69 (35.6%) indicated that they did. Thus, approximately one third of the secondary schools have individuals teaching in their business departments who have minors in business education. Conversely, approximately two thirds of the schools do not have individuals with minors teaching.

The data in Table 1 show the distribution by size of school.

Table 1
Michigan Secondary Schools, Identified by Size, Which Have Teachers Teaching with Minors in Business Teacher Education

School Size	Yes	%	No	%	Total	%
Class A	14	35%	26	65%	40	21%
Class B	17	35%	32	65%	49	26%
Class C	21	36%	37	65%	58	30%
Class D	15	34%	29	66%	44	23%
	67	35%	124	65%	191	100%

The data did not reveal a trend for the size of school which utilized those with minors in business education for teaching in the business education area. Generally, about one third of the schools at each size level use those with minors, and about two thirds of the schools at each size level do not use those with minors for teaching business subjects.

Schools which had individuals with minors teaching in their department (67) were asked to indicate the extent to which minors were teaching by identifying the number of sections of selected business subjects which were taught by those individuals. These data are presented in summary form in Table 2.

Table 2
Total Sections Taught by Minors in Responding Schools

Courses	Total Sections Taught
Keyboarding/Typewriting/Word Processing	86
Computer Literacy	67
Accounting/Recordkeeping	66
General Business/Introduction to Business/Entrepreneurship	40
Business Law	36
Marketing	33
Data Processing	18
Shorthand	14

The data show that the course which is taught most often (by a substantial amount) by teachers with business education minors is keyboarding/typewriting/word processing with 86 sections of the course being taught by these individuals. Computer literacy and accounting/recordkeeping are also more often taught by individuals with minors in business education than many other business courses (66 and 67 sections, respectively). Surprisingly, fewer sections of general business are taught by individuals with minors than the other courses mentioned, that is, only 40 sections of general business, et al., are taught by business education minors. This may reflect that general business, et al., are not taught as often as the other courses mentioned. The total number of sections offered of each course was not solicited from the respondents.

The data in Table 3 show specifically the number of sections of each selected course taught by those with minors.

Continued on page 11

Table 3
Number of Sections of Courses Taught by Minors in Business Teacher Education in Michigan Secondary Schools

	Number of Sections Taught*				
Courses	0 No. (%)	1 No. (%)	2 No. (%)	3+ No. (%)	Total Responses**
Keyboarding/ Typewriting/ Word Processing	33 (49.2)	15 (22.4)	7 (10.4)	12 (17.9)	67
Computer Literacy	28 (52.8)	14 (26.4)	3 (5.7)	8 (15.1)	53
Accounting/ Recordkeeping	32 (49.2)	16 (24.6)	9 (13.8)	8 (12.3)	65
General Business/ Intro to Bus / Entrepreneurship	36 (58.1)	17 (27.4)	8 (12.9)	1 (1.6)	62
Business Law	38 (67.9)	9 (16.1)	6 (10.7)	3 (5.4)	56
Marketing	44 (83.0)	1 (1.9)	4 (7.5)	4 (7.5)	53
Data Processing	41 (80.4)	4 (7.8)	5 (9.8)	1 (2.0)	51
Shorthand	50 (87.7)	5 (8.8)	1 (1.8)	1 (1.8)	57

**Schools reporting 0 courses do not assign business education minors to these courses.*
***Totals do not equal 67 in all cases as not all respondents who should have responded to the question did so.*

The data show that almost 50% of those schools which had minors teaching business subjects did not have them teaching keyboarding, et al. The same was true for accounting/recordkeeping.

Implications

What will business teacher education minors most likely teach if they teach in their minor? Keyboarding/typewriting/word processing! Additionally, computer literacy and accounting/recordkeeping are courses which have a high likelihood of being assigned to those with minors. Those with minors should also, however, be prepared to teach in the general business area which includes introduction to business, business law, and marketing. Business data processing and shorthand are courses which are not as likely to be taught by those with a minor.

Business teacher education institutions should develop curricula with the results of this survey in mind.

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Male Secretaries/Continued

Technological advancement may be one factor which enhances the attractiveness of secretarial jobs to male applicants. The status surrounding the electronic workstation and the vast information processing responsibilities made possible through computers mentally upgrade occupational prestige. Microcomputers or word processors were used by 88% of the respondents, and the applications used prove the diversity inherent in secretarial positions. The list of frequently used applications was long; and word processing, spreadsheets, databases, and telecommunications were the most common.

Job Satisfaction

Most encouraging, the majority of those responding were highly satisfied with secretarial positions. Seventy percent stated they would choose to be secretaries if they had the choice to make again. Those who had left the secretarial field for careers in other areas spoke highly of their experiences and indicated a willingness to return. Jones (1987) expressed a desire to be a Kelly temporary upon retirement in order to stay involved and experience being part of the male minority holding secretarial positions. Cook (1988) expressed a desire to sit for the CPS exam just to see if he could pass.

Men who have been employed as secretaries would not discourage their children, female or male, from pursuing a secretarial career. Ninety percent stated they would not object if either their daughters or their sons wanted to be secretaries.

These feelings may be the most significant findings revealed by this study. To approve something for yourself is one thing — to approve and recommend the same thing to your children is quite different. People have to be extremely pleased and content with their own careers before they advise their children to follow in their footsteps. According to the 50 male respondents who participated in this study, secretarial work brings that degree of satisfaction.

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Adventures Conference '89
Northern Michigan University
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tent and Methods." Conference topics include: accounting, business mathematics, communications, consumer education, desktop publishing, economics, employability skills, general business, human relations, marketing, and many others.

Speaker for the conference include: Steve Eggland, James Godell, Hayden Green, Madge Gregg, Robert D. Hanson, Carol Johnson, Eve Lewis, Patricia Moody, Claudia Orr, Tina Ostwald, Marilyn Popyk, Karen Schmohe, LeMoyne Smith, and Judy Voiers.

The Adventures Conference is designed for secondary and post-secondary teachers who want to improve their teaching methods, acquire new content knowledge, and update technology skills. See the advertisement on page 5 for registration information.

COM-TECH Computer Training Centers

Susie Visser, Director
Computer Applications Program

Susie Visser is known to many teachers for her work with South Western Publishing Company. Susie left South Western for a new business education challenge with Com-Tech. We asked her to tell us about her new company.

This is a privately-owned business that specializes in computer training. The company is involved in contracting with public school district adult education programs to set up and run a computer applications program for high school non-completers.

As director of the program, Visser is responsible for instruction and curriculum development. Com-Tech plans to establish 30-35 sites by September, enrolling 5,000 students in the program.

Currently, the curriculum involves introduction to DOS, keyboarding, Word Perfect 5.0, Lotus 1-2-3, and computerized bookkeeping. Each lab contains three full-time, certified instructors and a teacher assistant. In-service and professional development are a part of the total instructor development conducted by Com-Tech.

Visser has recently been accepted into the Ph.D. program at Michigan State University in Adult and Continuing Education. She is a graduate of Central Michigan University and got her master's from Michigan State University.

Resolutions Committee Report

The AVA Business Division Resolutions Committee submitted several resolutions to the 1988 AVA Resolutions Committee. Resolution #7 *passed* the AVA House of Delegates AVA meeting on December 6, 1988.

Resolution 7
COMPUTER SOFTWARE APPLICATIONS IN TEACHER EDUCATION PROGRAMS

WHEREAS, the computer is a generic tool in business and industry; and

WHEREAS, knowledge of computer technology and applications is necessary for successful employment; and

WHEREAS, education is moving from an emphasis on programming toward the use of computer software applications to solve problems in business and industry; and

WHEREAS, vocational-technical education has a responsibility to develop successful employees; and

WHEREAS, vocational-technical teacher education programs are a source for the development of computer software applications competencies for vocational-technical teachers;

THEREFORE BE IT RESOLVED, that the American Vocational Association encourage persons responsible for programs of vocational-technical teacher education to include a component of computer software applications in their programs of study.

Submitted by: Mike Tokheim, Wisconsin, NABESS Resolution Committee Representative
March 22, 1989

Articles for MBEA Today
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